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ABSTRACT

The Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum reflects the current emphasis in health education on preventive medicine, total well-being, and the assumption of individual responsibility for health. The unit as a whole consists of four components: an overview and three grade level guides designed for grades 5, 7, and 9. The grade 7 instructional package is organized around five themes: "The Importance of Families"; "Human Growth and Development"; "Relationships and Responsibilities"; "Personal Safety"; and "Promoting Positive Lifestyle Practices." Specific topics include: "Family Functions"; "The Endocrine System"; "Personal Hygiene"; "Caring for Family Members"; "Dating: Concerns and Responsibilities"; and "Sexual Assault Prevention." The package includes 12 age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references, and information about required materials. A list of family life education audiovisual resources is included. (IAH)

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family life education

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Grade 7

1990

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An Optional Health Education Unit

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Manitoba
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Olga Chambers	- Health Educator Manitoba Health (The Pas)
Dawn White	- Health Educator - Manitoba Health (Winnipeg)
Dr. A.A. Campbell	- Medical Officer of Health Manitoba Health (Winnipeg)
Doris Fedun	- President Home and School, Parent-Teacher Federation
Dr. Dexter Harvey (until April 1985)	- Professor, Faculty of Education University of Manitoba
John Evans	- Teacher, Iberville School White Horse Plain School Division No. 20
Florence Girouard	- Teacher, Golden Gate Junior High St. James-Assiniboia School Division No. 2
Kathy Hatcher	- Teacher, River West Park School Assiniboine South School Division No. 3
Mark Miles	- Teacher, Scott Bateman Junior High Kelsey School Division No. 45
Randy Penner	- Principal, Langruth Elementary Pine Creek School Division No. 30
Bill Schaffer	- Superintendent Souris Valley School Division No. 42
Merle Stepaniuk	- Teacher, W. B. Lewis School Whiteshell School District No. 2408
Helen Turner	- Teacher, Margaret Scott School Winnipeg School Division No. 1

Ken Valainis	- Teacher, Selkirk Junior High Lord Selkirk School Division No. 11
Myrt Wiancko	- Teacher, Bertrun E. Glavin Elementary River East School Division No. 9
Jules Comeault (until June, 1988)	- Consultant, Bureau de l'Education française Manitoba Education and Training
Joyce MacMartin	- Coordinator, Curriculum Development and Implementation Branch Manitoba Education and Training
Mary Brown (until June, 1987)	- Consultant, Curriculum Development and Implementation Branch Manitoba Education and Training

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Joyce MacMartin	- Program Coordinator Curriculum Development and Implementation Branch Manitoba Education and Training
Myrt Wiancko	- Health Education Consultant Curriculum Development and Implementation Branch Manitoba Education and Training
Diane Longpré	- Health Education Consultant Bureau de l'Education française Manitoba Education and Training

PREFACE

The Family Life Education optional unit of the Health Education curriculum consists of four components, the overview (a brief philosophical statement outlining rationale, goals, objectives and suggested implementation) and three grade level guides for Grades 5, 7 and 9.

The unit has been developed under the direction of a broadly based curriculum committee composed of representatives of parents, health educators, health-care professionals, school administrators, and teachers. It is based on commonly accepted values and reflects the contemporary needs and interests of Manitoban young people. This made-in-Manitoba Family Life Education optional unit represents the current emphasis in health education on preventive medicine, total well-being and the assumption, where possible, of individual responsibility for health.

The content of the Grades 5 and 7 instructional packages is organized around five themes:

1. The Importance of Families
2. Human Growth and Development
3. Relationships and Responsibilities
4. Personal Safety
5. Promoting Positive Lifestyle Practices

At the Grade 9 level, the content is organized around four themes:

1. The Importance of Families
2. Human Growth and Development
3. Dilemmas and Issues
4. Promoting Positive Lifestyle Practices

Lessons in the Dilemmas and Issues section include more in-depth information on subjects such as marriage and issues related to sexuality and reproduction such as sexual abstinence, teenage pregnancy, drugs and pregnancy, sexually transmitted diseases and sexual assault prevention.

At each grade level, the summary lesson at the end on well-being and lifestyle suggests positive ways to enhance health. The lesson provides students with an opportunity to recognize practices that compromise health, to plan ways to change such unhealthy behaviour and to develop health patterns consistent with optimal well-being.

Grade level materials include approximately fifteen age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references and information about required materials. The teaching methodology is varied and is consistent with standard practice in schools. Family privacy is to be maintained in all instruction.

Each grade level unit is intended to be taught within the time frame of the Health Education curriculum--a six- to eight-week block. Instruction time for Health at grade 5 is 60 minutes, for grades 7 and 9, 75 minutes per five-day cycle.

IT IS IMPORTANT THAT THE FAMILY LIFE EDUCATION OPTIONAL UNIT BE TAUGHT BY CAREFULLY SELECTED AND TRAINED TEACHERS. AVAILABLE COMMUNITY RESOURCES MAY ALSO BE USED TO SUPPORT CLASSROOM INSTRUCTION.

THE OVERVIEW AND THREE GRADE GUIDES ARE OPTIONAL, WHICH MEANS THAT THEY ARE PROPOSED FOR USE IN SCHOOLS AND ARE NOT CONSIDERED PROVINCIALLY MANDATED.

School divisions are encouraged to set up a Family Life Education review committee to study the materials and assess their suitability for use within the division. School divisions may make their own modifications according to the needs and interests of the children and parents they represent.

As has been the case in Manitoba for many years, parents who object to having Family Life Education taught at the school retain the option of withdrawing their children from all or portions of the instruction.

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GRADE 7	1.0 Importance of Families	Lesson 1.1

TOPIC

Family Structures: Definition of a Family

STUDENT OBJECTIVES

The student will be able to:

1. formulate a definition of the family,
2. compare types of family structures.

SUGGESTED STUDENT ACTIVITIES

- Compose individual definitions of family for a class bulletin board.
- Participate in a discussion on the family definitions.
- Complete a bulletin board about families.

REQUIRED MATERIALS

- Construction paper, felt markers
- Teacher Background Notes: Family Structures

RESOURCES

1. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing Co., 1985.
2. Leavenworth, Carol, et al. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.
3. Westlake, Helen Gum. Relationships. Lexington, MA: Ginn and Company, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

Prior to Family Life class, cover a bulletin board with a large piece of paper. Add the title, "A Family Is ..."

In this lesson, students will define a family and describe different family groupings.

II. SUGGESTED STUDENT ACTIVITIES

A. Provide each student with coloured construction paper and a felt marker. Ask them each to compose a definition of a family. They may wish to develop their definition by adding a visual, slogan or song as well as the definition. Each student will post his/her definition on the bulletin board.

B. In a large group, discuss the suggested definitions.

Questions for discussion:

1. What are the similarities between the definitions?
2. What are some differences between the definitions?
3. Why is the family an important unit?

C. As a class, discuss a variety of family structures.

Some examples include:

1. mother and father with children
2. mother with children
3. father with children
4. childless couple
5. two parents, children, grandparent(s)
6. one parent, children, grandparent(s)
7. grandparent(s) with children
8. blended families
9. foster families

Emphasize that these groupings could also include other blood relatives, step-parents, step-children or foster children.

III. SUMMARY

Family definitions and structures may vary. A family is a committed group of people that lives together in a home and provides care, nurture and support for its members.

TEACHER BACKGROUND NOTES: FAMILY STRUCTURES

A family is a committed group of people that lives together in a home and provides care, nurture and support for its members.

Father, mother, and children have formed the nucleus of the family in every part of the world. Today, there are many forms of family structure. These include:

I. Nuclear Family: father, mother, and one or more children

The nuclear family consisting of father, mother, and children live in a home where one or both parents provide for the family. It is a common family structure in Canada.

II. Single-Parent Family: one parent and one or more children

Single-parent families may be the result of parents' separation, divorce, and/or death of one parent or an individual's choice of raising a child without marriage. Following a separation or divorce, single-parent households are most often headed by the mother. Recent trends indicate that more fathers are being granted custody of their children.

III. Childless Family: a couple without children

These couples have formed family units that consist of two people. They may have made a decision not to have children.

IV. Adopted Families:

When families want children, adoption offers one way to create or increase a family. Through legal means, another person's child is accepted into one's family. The family chooses a new member with whom to share their love and material possessions.

V. Blended or Reconstituted Family: step-parents and/or step-children

There are many different types of remarriages, e.g., a divorced man with children may marry a widow with children. The family grouping may include children and step-children, parents and step-parents.

VI. Foster Families: father, mother, a child or children, relatives or friends

When children need a temporary home, usually in a time of crisis, other adults may agree to care for the children until the parents are able to handle their duties again.

VII. Extended Family: may consist of grandparents, aunts, uncles or cousins

An extended family is loosely defined as all relatives who are direct descendants of an individual. The group may include three or four generations living in one household.

REFERENCE:

Leavenworth, Carol. Family Living. Englewood Cliffs, NJ: Prentice-Hall Publishing, 1985.

GRADE 7	1.0 Importance of Families	Lesson 1.2

TOPIC Family Functions

STUDENT OBJECTIVES

The student will be able to:

1. explain the basic functions of families

SUGGESTED STUDENT ACTIVITIES

- Discuss and list family functions.
- Complete the Family Function Activity Worksheet.
- Discuss in small groups the worksheet findings.
- Discuss as a class the worksheet findings.

REQUIRED MATERIALS

- Teaching Support: Family Function Words; Family Functions Activity Worksheet
- Teacher Background Notes: Family Functions

RESOURCES

DESCRIPTION OF LESSON

I. INTRODUCTION

Introduce this lesson by briefly reviewing the definitions of the family. Using the chalkboard, review the functions of a family. Emphasize that the family has an important and primary influence on an individual.

II. SUGGESTED STUDENT ACTIVITIES

A. In a large group, discuss and list family functions on chalkboard.

B. Distribute copies of the Family Function Words and Family Function Activity Worksheet. Explain that additional words describing family functions might be added. Have students complete the Family Function Activity Worksheet by:

1. writing the two most important family function words in the centres of the wheels, and
2. writing five other family functions along the spokes of each wheel.

C. When students have completed their own worksheets, have them form small groups. Encourage students to share their worksheets with others.

D. In a large group, discuss the following questions:

1. Are there similarities in the selection of words? Differences? What reasons may account for this?

2. Did you have difficulty ranking the most important functions? Why?

3. Do all families provide for these functions? If not, what other support groups may play a role?

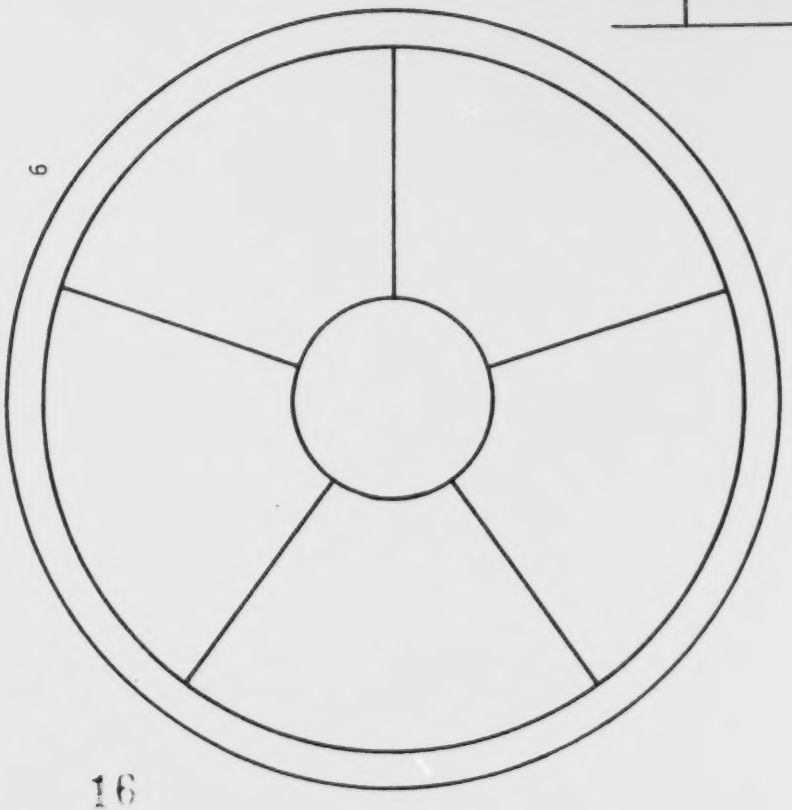
III. SUMMARY

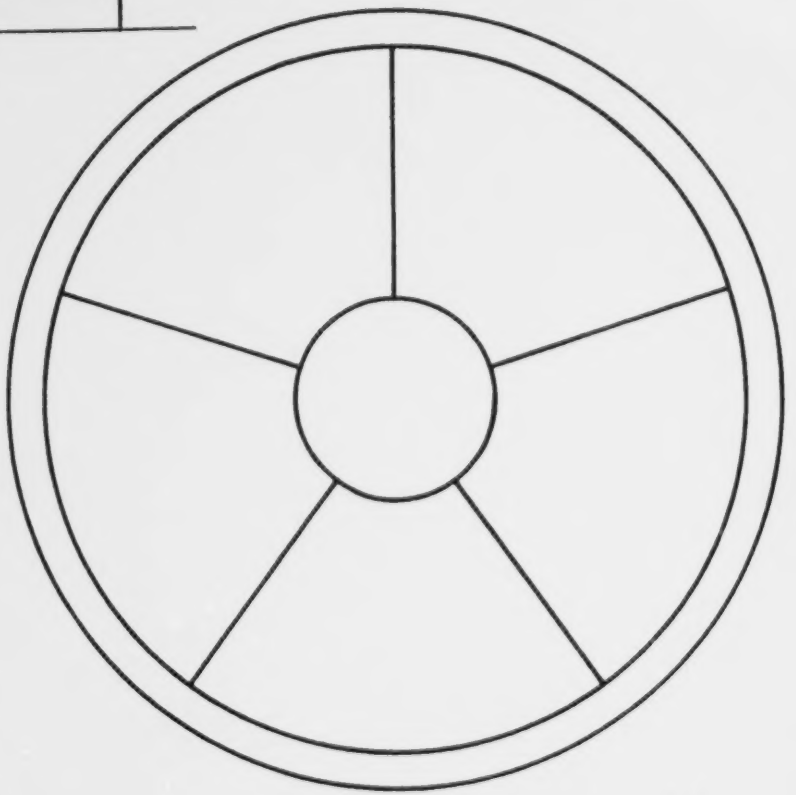
Emphasize that the family unit is the primary source for meeting the many needs of its members. Encourage students to assume increasing responsibility within their families.

FAMILY FUNCTION WORDS

love
encouragement
religious training
values
ethics
support
understanding
positive self-concept
respect
sense of accomplishment
participation in activities
health care
recreation
fun
protection
cultural traditions
preparation for the future
attitudes
stability
morals
knowledge of self
knowledge of others
security
intellectual skills
knowledge of society
decision-making skills
trust
discipline or guidance
food
shelter
clothing
friendship
enjoyment of life

FAMILY FUNCTION ACTIVITY





TEACHER BACKGROUND NOTES: FAMILY FUNCTIONS

Well-being can be identified as an individual's quality of life in the physical, social-emotional, intellectual, spiritual, and cultural dimensions of life. These dimensions are part of a whole, are interdependent and contribute to a qualitative lifestyle. Each expresses a distinct aspect of well-being.

For additional information on how well-being can be defined by the major dimensions of life, review the "Teacher Background Information: Well-Being" in the Health Education Social-Emotional Well-Being Teaching Supports (Grade Seven).

Families play an important role in the well-being (health) of their members. The family functions as a unit of committed people who provide nurture, love, and support for its members.

A function can be defined as the action for which a thing exists, the purpose for which something is especially fitted. These family functions allow individuals to live their lives in a manner suitable to themselves and society. Another way to think about family functions is to consider why families are found in nearly all cultures throughout all the stages of history. Families fulfill functions that people desire or need.

Some functions of families are:

1. Providing protection

   Families provide protection from the time children are babies until they can manage to live on their own.

   a) Eleven-year-old Jason holds his young sister's hand to keep her from getting too near traffic.

   b) Mr. and Mrs. Gilbert added dead-bolt locks to all their doors and have encouraged their children to keep the doors locked for safety.

   c) Mr. Kowalchuk removed all cleaning materials from the lower cupboard to prevent his toddler from getting into dangerous chemicals.

   d) Katherine defends her young brothers when they are frightened by a bully at the baseball game.

2. Providing for physical needs - food, shelter, etc.

   A member or members of a family earn money to buy necessities for the family. These include such things as the food, clothing, shelter, transportation, health care, etc.

a) Mrs. Anderson works as a legal secretary several days a week to increase the family income. Mr. Anderson is employed at a plant and does shift work. John Anderson has begun a paper route to help with the finances in the family.

b) Mr. and Mrs. Mehta and their children are moving from an industrial town to a rural area because they wish to breathe fresh air.

c) The Wiebes are a busy family with early morning sports practices affecting sons Sam and Gord three times a week. Family members rotate getting up early to make a hearty breakfast.

3. Providing values and beliefs for spiritual growth and shaping attitudes

a) Joe attends church with his parents every week.

b) The Lemoines demonstrate honesty and respect in their daily lives. John Lemoine found a wallet on the sidewalk. He telephoned the owner immediately.

4. Rearing of children

The family unit has always been the accepted pattern for rearing children.

a) John and Sally Hall are excited that Sally is pregnant. They are wallpapering a bedroom to serve as the nursery.

5. Providing love, affection and self-esteem

The family can provide these important functions. The foundation is laid for receiving and giving love, affection, and self-esteem in the family.

a) Jeffrey had a rough time. His best friend moved away. He felt sad, and his marks in school were poor. His family helped him when he needed them, by encouraging him, by giving him a hug, by listening and just by telling him that they loved him.

6. Nurturing

Families promote the well-being and healthy development of all the family members through care, support and conveying of values.

a) Carolyn and Dave teach their children many skills, such as brushing their teeth, tying their shoes, printing their names. Later they will teach many other skills such as care of clothing, grooming, preparing food, driving a car.

b) The Cohens discuss issues with their children. They explain why the family feels some things are right and wrong.

c) Twelve-year-old Julie recognizes that family members are role models. She tries to set a positive example. For instance, she tells three-year-old Billy, "We must wait in line until it's our turn."

7. Providing recreation

Leisure time and relaxation are a part of family life. Preparing together for recreational activities and playing games provide opportunities to talk to one another.

a) The Mendozas enjoy camping during the summer. Some activities they share include, e.g., setting up a tent, gathering firewood, boating and swimming.

b) The Lees have decided to take a walk after dinner each evening to talk to each other.

REFERENCES:

1. Health Education Social-Emotional Well-Being Teaching Supports (Grade Seven). Winnipeg: Manitoba Education, n.d.

2. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing Co., 1985.

3. Leavenworth, Carol. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.

4. Westlake, Helen Gum. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Company, 1984.

GRADE 7	2.0 Human Growth and Development	Lesson 2.1

TOPIC Endocrine System

STUDENT OBJECTIVES

The student will be able to:

1. identify major endocrine glands and their functions,
2. recognize that hormones effect changes in boys and girls,
3. recognize the importance of sound hygiene practices.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion on the major endocrine glands.
- Match endocrine glands to their appropriate function.
- Discuss the importance of hygiene.

REQUIRED MATERIALS

- Overhead transparency: Major Endocrine Glands: Male and Female
- Teaching Support: Endocrine System Match Up
- Teacher Background Notes: The Endocrine System; Major Body Organs, Body Systems

RESOURCES

1. Manitoba Education. "Module: Human Sexuality." Teacher Background Materials for the K-9 Health Education Program. Winnipeg, The Department, 1984.
2. Meeks, L.B., and P. Heit. Health Focus on You. Books 5, 6, 7. Columbus, OH: Merrill, 1984.
3. "Major Body Organs." Family Life Education: Grade 5. Lesson 2.2. Winnipeg: Manitoba Education and Training, 1990.
4. Video: Looking Great, Feeling Great.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson will focus on the endocrine system, which functions to regulate and control a variety of body activities, and its influence on growth and development at puberty and during adolescence. The lesson provides background to the following lessons on reproduction.

You may wish to provide a brief overview of major body organs. Point out the harmony of the body's systems in conducting the work of the body.

Puberty marks the onset of a stage of life called adolescence. Define puberty as a time in which boys and girls mature sexually. Girls begin to menstruate and boys begin to produce sperm.

DESCRIPTION OF LESSON

Adolescence is characterized by gradual physical, social and emotional changes in boys and girls. These changes occur gradually and are under the control and regulation of the glandular secretions of the endocrine system.

II. SUGGESTED STUDENT ACTIVITIES

A. Using the overhead transparency, discuss the endocrine system. Point out each endocrine gland, describing its location and primary function.

Body chemicals called hormones are secreted from each endocrine gland. These secretions are carried by the blood to target glands/organs in the body and cause changes in function. For example, at puberty the pituitary gland secretes hormones that influence the testicles (testes) and ovaries to bring about physical and sexual changes.

B. Have the students match each endocrine gland to its correct location using the student worksheet, Endocrine System Match Up.

C. Hygiene

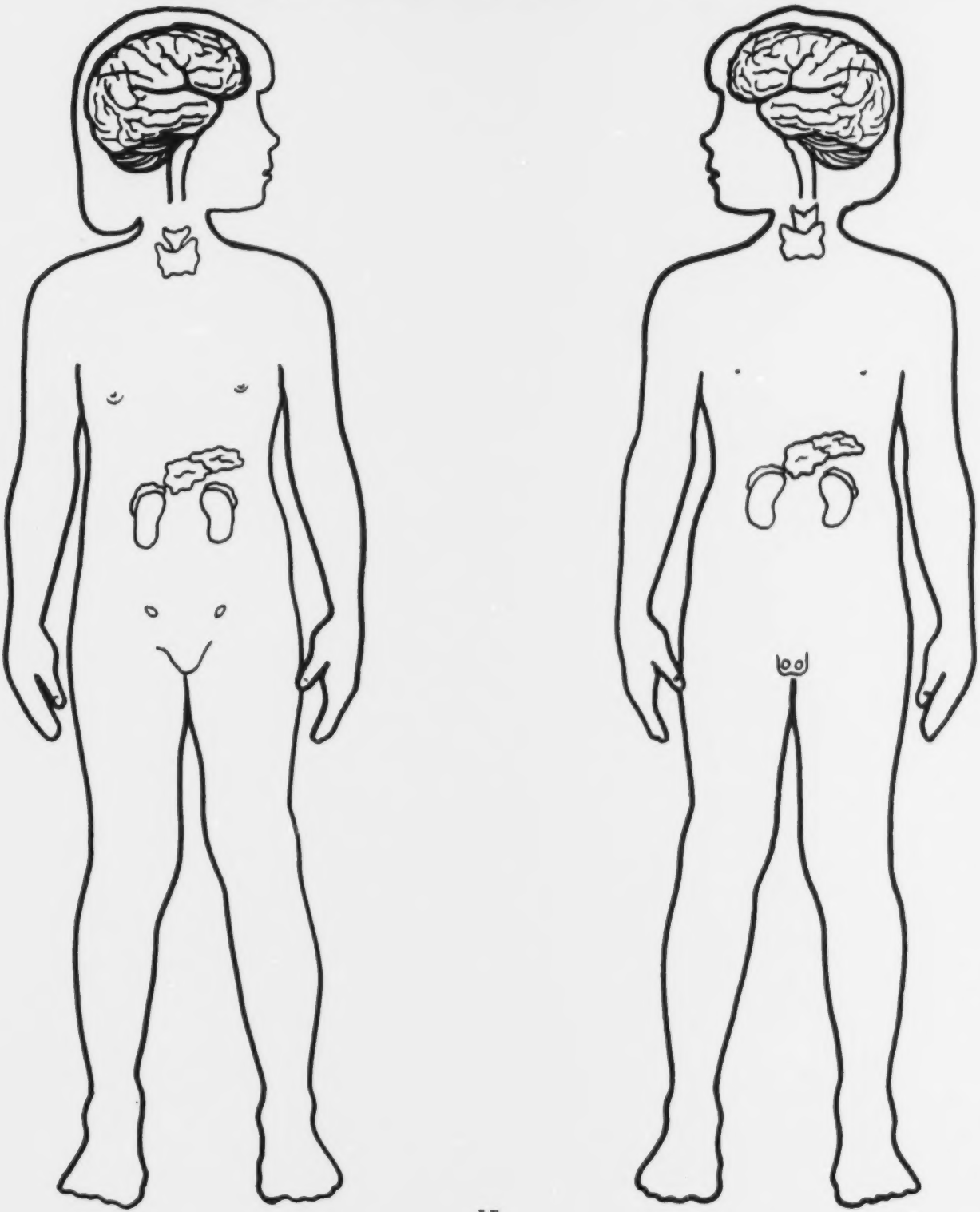
Discuss the importance of keeping the body clean. Boys and girls experience an increased production of oil from the oil glands in the skin during puberty. Regular shampooing, daily bathing and the use of a deodorant become very important.

It is also important for both boys and girls to keep the genital area clean and dry. Boys who are not circumcised should wash the genitals daily to remove any smegma (perspiration, urine or secretions) that may accumulate under the foreskin.

III. SUMMARY

Puberty and adolescence are under the influence of the endocrine system that controls and regulates body functions.

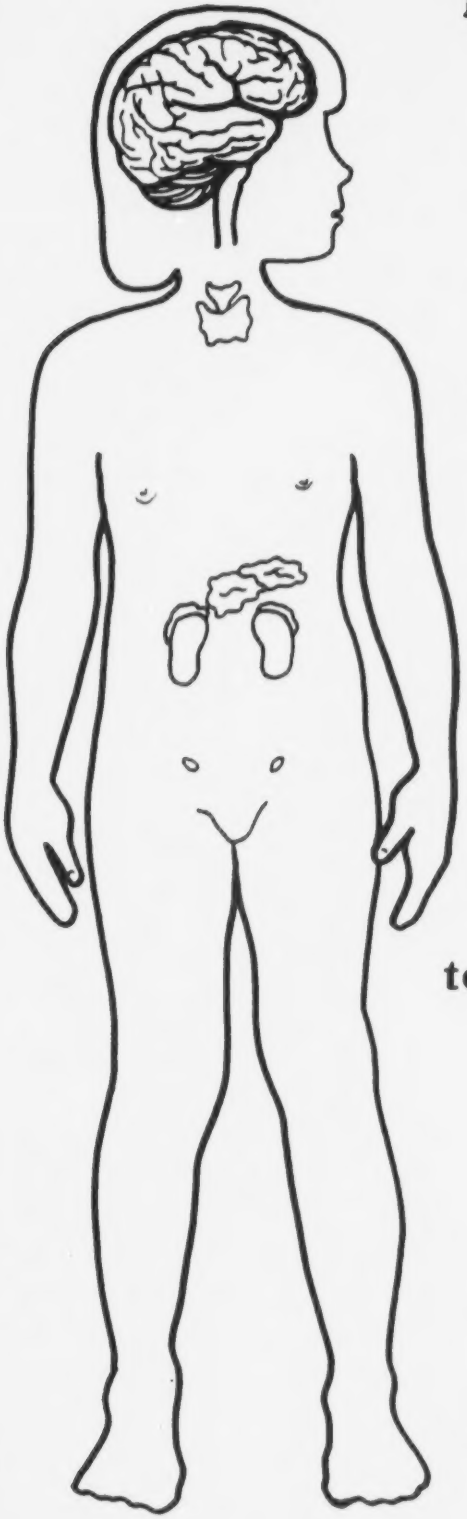
MAJOR ENDOCRINE GLANDS



Draw a line from each endocrine gland
to its correct location on both figures.

7 2.1

ENDOCRINE SYSTEM MATCH UP



pituitary

thyroid

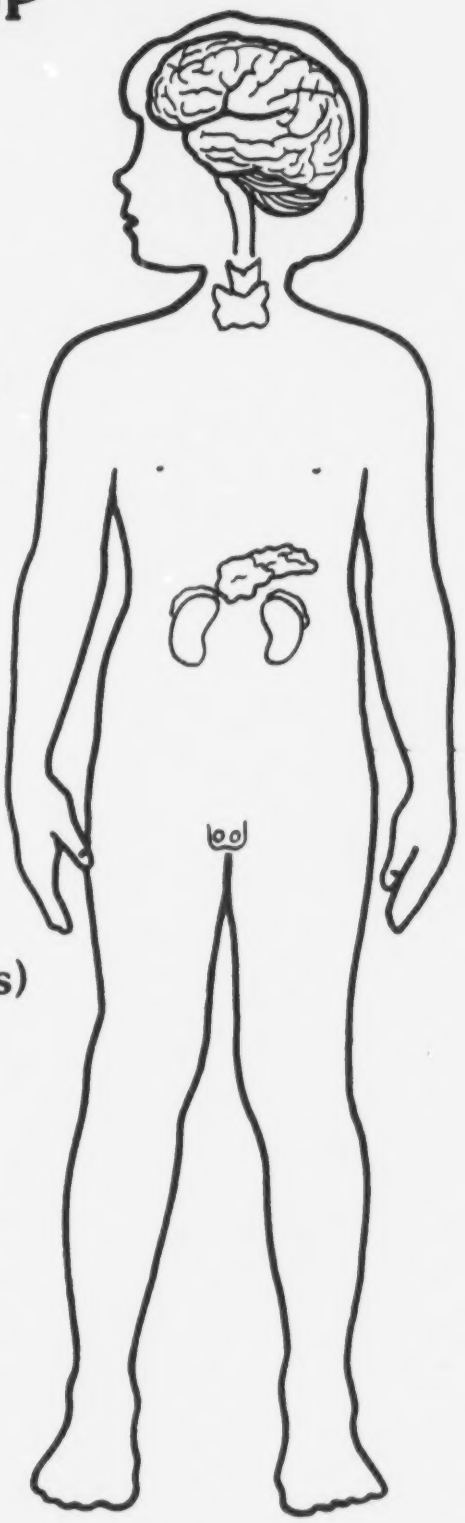
parathyroid

pancreas

adrenal

ovary

testicle (testis)



TEACHER BACKGROUND NOTES: THE ENDOCRINE SYSTEM

A gland can be defined as a tissue or an organ that produces a chemical substance. Endocrine glands secrete hormones into the bloodstream and influence many body processes. The effect of hormone secretion can be both general and specific. For example, the thyroid gland produces thyroxin which affects general body metabolism. The pituitary gland produces oxytocin which stimulates contraction of the uterine muscles. Endocrine glands include the thyroid, the parathyroids, the adrenals, part of the pancreas, the pituitary and the sex glands. These glands work together to maintain metabolism and harmony between body organs.

The pituitary gland is located below the brain near the centre of the head. It is considered the master endocrine gland because its secretions influence the activity of many other glands. These secretions include a growth-stimulating hormone, sexual-development hormones, a kidney-regulating hormone as well as hormones influencing both the thyroid and adrenal glands.

The adrenal glands consist of two parts: a medulla and a cortex. They are located on the upper part of each kidney. The medulla secretes the hormone epinephrine or adrenalin. Release of this hormone occurs when an individual is angry or frightened. It causes an increase in heart rate, blood pressure, blood sugar levels and blood flow to the muscles. Adrenalin or epinephrine has been called the emergency hormone as it prepares the body for action. The adrenal cortex secretes hormones which control sugar and protein metabolism and regulate salt and fluid balance.

The pancreas contains a group of cells called the "Islands of Langerhans" which produce insulin, a hormone vital to the metabolism of sugar. An insulin deficiency causes the disease, diabetes, which sometimes needs injections of the hormone, insulin, to control it.

The thyroid gland is located in front of the larynx and produces the hormone, thyroxin. Thyroxin regulates the metabolism of the body: heart rate, respiration and the rate at which food is burned up. The thyroid gland requires adequate amounts of iodine for efficient functioning. Overactivity of the thyroid gland is called hyperthyroidism. This condition results in increased heart rate, blood pressure, and nervousness, and is characterized by bulging eyes and weight loss in spite of a good appetite.

The parathyroid glands are located behind the thyroid gland. Their function is to secrete hormones to maintain the balance of calcium and phosphorus in the blood.

The gonads or sex glands are the ovaries in females and the testicles (testes) in males. The secretions of these glands help to differentiate male and female characteristics. From birth to puberty, these secretions are regulated by pituitary hormones. Hormones secreted by these glands during puberty cause the development of physical sexual characteristics. The ovaries in the female produce estrogen and progesterone which regulate the menstrual cycle and production of the ova or eggs. The testicles (testes) secrete testosterone which regulates the development of male sexual characteristics and sperm cell production.

REFERENCE:

Manitoba Department of Education. "Module: Human Sexuality." Teacher Background Material for the K-9 Health Education Program. Winnipeg: The Department, 1984.

TEACHER BACKGROUND NOTES: MAJOR BODY ORGANS, BODY SYSTEMS

The organization of life, beginning with cells and moving to tissues, organs, and systems, is a progressive development from simple to complex.

Cells are the basic building blocks of the body. There are many kinds of cells (i.e., muscle, bone, skin, etc.). The adult body contains trillions of cells.

Tissues are groups of like cells that have a specific function.

Organs are made up of tissues and have a specific function. Related organs are grouped into a body system. For example, the heart, veins, arteries, and capillaries are organs of the circulatory system.

Eleven body systems work together to carry out the many functions of daily living.

1. Digestive System)
2. Circulatory System)
3. Respiratory System) SUPPLY AND TRANSPORT
4. Excretory System)
5. Lymph System)
6. Muscular System)
7. Skeletal System) SUPPORT AND PROTECTION
8. Integumentary (Skin) System)
9. Endocrine System) CONTROL AND REGULATION
10. Nervous System)
11. Reproductive System) REPRODUCTION

MAJOR BODY ORGANS

1. BRAIN - nervous system
   Function: regulates thinking, memory, balance, coordination

2. LUNGS - respiratory system
   Function: provide air and oxygen for the body and remove carbon dioxide and other wastes

3. HEART - circulatory system
   Function: pumps blood, nutrients and oxygen to all parts of the body and carries wastes away

4. STOMACH AND INTESTINES - digestive system
   Function: change food into forms that can be used by the body and eliminate wastes

5. LIVER - digestive system
   Function: breaks down chemicals; cleans the body of harmful wastes; aids in digestion of fats; stores energy (in the form of glycogen)

6. KIDNEYS AND BLADDER - excretory system
   Function: rid the body of liquid wastes from the blood and produce urine; urine passes to the bladder where it is stored until urination occurs

7. TESTICLES (TESTES) AND OVARIES - male and female reproductive systems
   Function: allow for reproduction of new life

GRADE 7	2.0 Human Growth and Development	Lesson 2.2

TOPIC

Puberty: Male and Female Reproductive Systems

STUDENT OBJECTIVES

The student will be able to:

1. recognize that hormones effect changes in boys and girls,
2. identify the structure and function of the male and female reproductive systems.

SUGGESTED STUDENT ACTIVITIES

- View a film illustrating male and female reproductive systems and the effects of hormonal changes at puberty.
- Discuss primary, secondary and social-emotional changes at puberty.

REQUIRED MATERIALS

- Film: Then One Year
- Transparencies: Male Reproductive System; Female Reproductive System
- Teacher Background Notes: Male Reproductive Organs; Female Reproductive Organs

RESOURCES

1. Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.
2. Meeks, L.B., and P. Heit. Health Focus on You. Book 7. Columbus, OH: Merrill, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson requires two class periods. The focus is on changes at puberty and the male and female reproductive systems. The major function of the reproductive system is to provide for the continuation of the species by the development of new life. Review the definition of puberty.

Discuss examples of general changes in boys and girls at puberty. Some examples are:

- rapid growth spurt (increased height and mass)
- increased appetite
- decreased muscle coordination (awkwardness)
- skin change - coarseness, oiliness
- increased perspiration (armpits, feet and genital areas)
- periods of tiredness due to rapid growth
- voice change - deepening as a result of vocal chords thickening
- development of body hair

It is important to note that boys and girls vary in their growth and development. Usually girls enter puberty one to two years earlier than boys and finish growth earlier.

II. SUGGESTED STUDENT ACTIVITIES

A. Introduce the film, Then One Year. The film describes changes characteristic of males and females at puberty and discusses both male and female reproductive systems. It points out the influence of the hormones on the body at puberty.

Ask the students to look for examples of primary growth changes (those directly related to male and female reproduction and genitals), secondary growth changes (those general growth changes occurring in boys and girls), and social-emotional changes.

B. Show the film and review changes that occur during puberty and adolescence under these headings:

	Male	Female
1. Primary Characteristics	- genitals grow and mature . penis, scrotum and testicles (testes) enlarge - sex hormones are produced - erections may occur spontaneously - ejaculation may occur	- genitals grow and mature . vulva, vagina and uterus enlarge - menstruation begins - ovaries produce sex hormones - ova develop in ovaries - ovulation begins - cervix produces mucus

		Male	Female
2.	Secondary Characteristics	- body matures . shoulders broaden . muscles increase in size and strength . hair develops on upper lip, face, legs, and pubis . voice deepens	- body matures . pelvic bony-girdle widens . hips develop fatty pads . breasts increase in size . pubic hair and axillary hair appears

Male and Female

3.	Social-Emotional Changes	. attitude and behaviour patterns towards the opposite sex change . sexual feelings emerge . search for self-identity and understanding begins . interest in becoming more financially independent of the family begins . family values may be challenged by peer values and ideals . mood swings and self-centredness occur . need for acceptance by peers regarding dress, language, behaviour, emotions and appearance grows strong . conformity with peer groups increases . need for individual decisions about drugs, sexual activities and personal values increases . peer groups/cliques (unisexual groups) form

Transition to Early Adolescence (ages 10-13)

Physical Characteristics: Physical changes are most significant: young teens show increase in height, weight, strength, exercise tolerance and vitality in correspondence with enormous appetites and food consumption. Awkwardness and tiredness may accompany rapid physical growth. Both boys and girls are very aware of body appearance.

Psycho-Social Characteristics: Young teens show the need for security and love. Strong emotional ties and infatuations may

develop. Peer popularity, conformity and acceptance are evident and/or often desired. Mixed groups are popular social groupings prior to heterosexual dating. There is need for personal recognition and acceptance. Fear of rejection by peers may be evident. The expression of emotions such as grief, shyness, jealousy, anger, and guilt may intensify. New responsibilities and experiences may generate anxiety.

Intellectual Characteristics: Young teens show increase in communication and decision-making skills and increased tendency for introspection. They more rapidly see others' points of view and show increased interest in morals and values. There is a shift from concrete operational to abstract thinking. Thought becomes more future oriented and comprehensive.

C. Using overhead transparencies, review the function of each organ of the male reproductive system. Terms: scrotum, testicles (testes), vas deferens, penis, urethra.

Introduce the term sperm as the male reproductive cell which is invisible to the naked eye. Its life span is 24-72 hours.

Note:
1. The urethra is a tube of the excretory system that is shared by the reproductive system.
2. The tube drains urine from the urinary bladder to the outside of the body.
3. It transports sperm through the penis to the outside of the body.
4. Urine and sperm do not mix as ejaculatory ducts govern the release of sperm.

D. Using overhead transparencies, review the function of each organ of the female reproductive system. Terms: ovary, fallopian tube, uterus, vagina, vulva.

Note: The urethra is not a shared organ as in males. The urethra leads to the urinary opening that is a separate opening on the vulva, just above the vaginal opening.

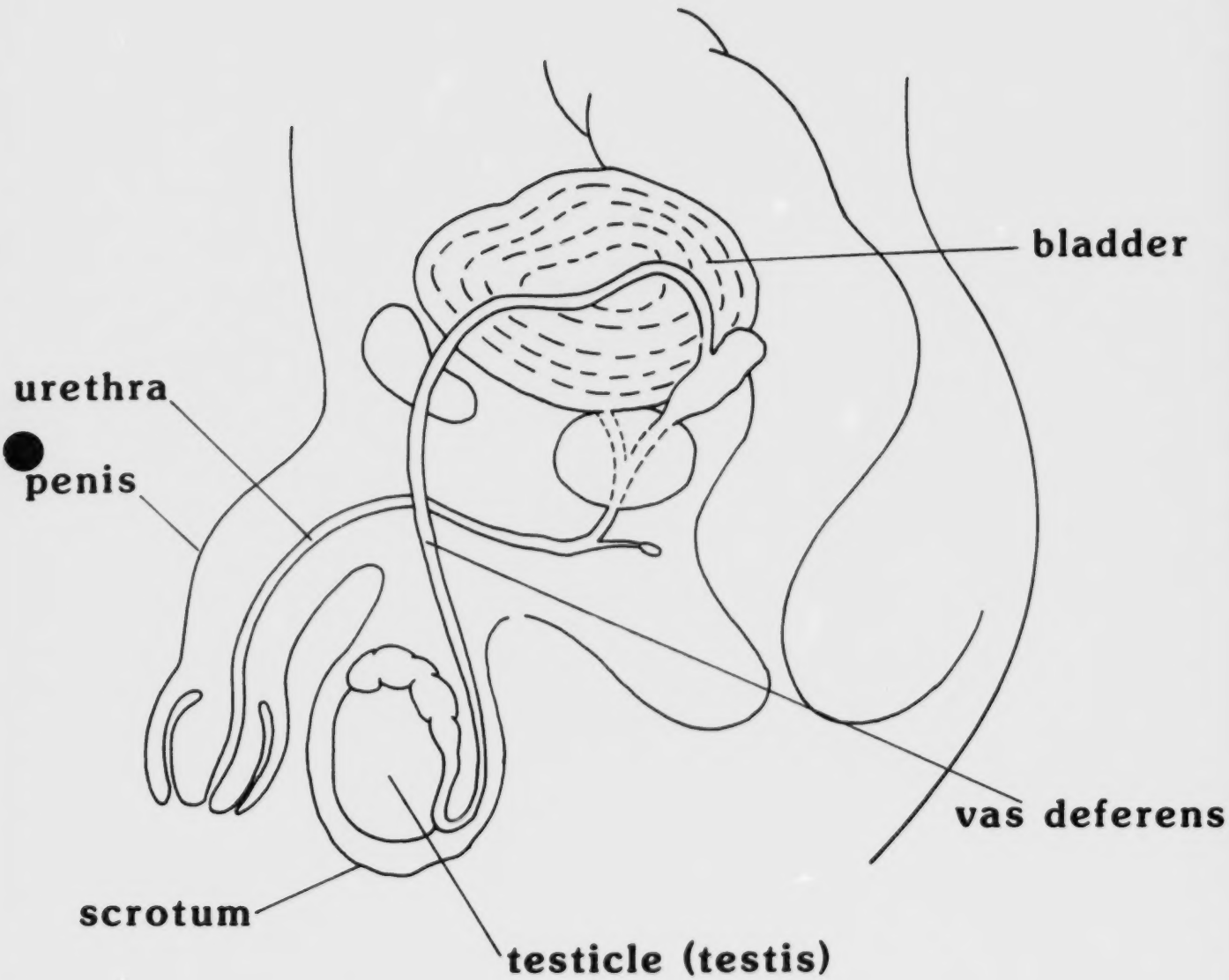
Introduce the term ovum as the female reproductive cell. The ovum is discharged from one ovary at ovulation during the menstrual cycle. Its life span is 48-72 hours.

III. SUMMARY

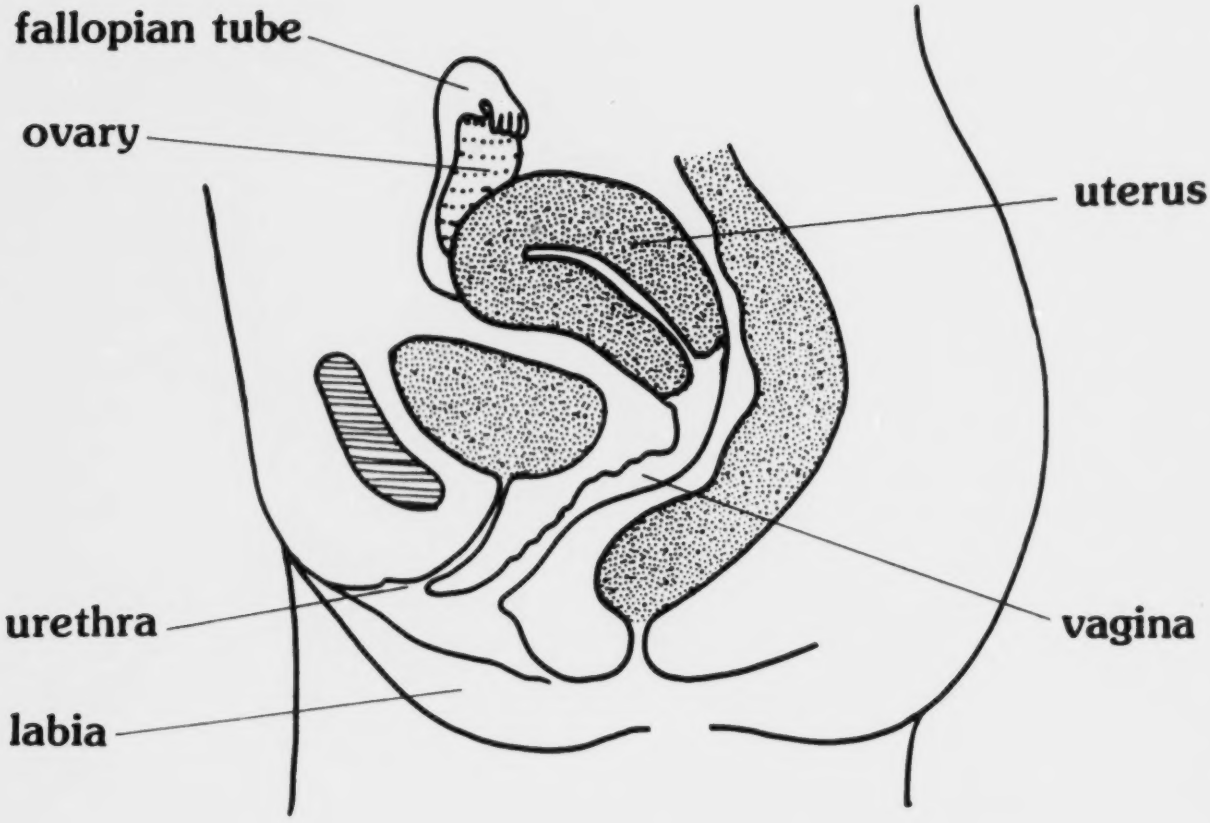
Review the terms, puberty and adolescence. Stress that, while there is a developmental pattern to puberty, each boy and girl grows and develops at his/her own rate. The reproductive systems allow for the development of sperm and ova which are necessary for the continuation of the species.

7 2.2
TRANSPARENCY

MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



TEACHER BACKGROUND NOTES: MALE REPRODUCTIVE ORGANS

ORGANS	FUNCTIONS
scrotum	- a sac that supports and holds the testicles (testes)
testicles (testes)	- two glands within the scrotum that produce testosterone; testosterone influences sexual maturation and growth of reproductive cells called sperm . testicles (testes) - plural . testicle (testis) - singular
vas deferens	- a tube leading from each testicle (testis) to the urethra that transports sperm
urethra	- a tube within the penis which is part of both the excretory and reproductive systems; it carries: . urine from the bladder to the outside of the body; and . sperm and semen from the ejaculatory duct through the urethra to the outside of the body.
penis	- an external (genital) organ containing the urethra which conducts sperm and, at different times, urine to the outside of the body

REFERENCE:

Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

TEACHER BACKGROUND NOTES: FEMALE REPRODUCTIVE ORGANS

ORGANS	FUNCTIONS
vulva	- the area situated between the legs which protects the openings of the vagina and the urethra; it does not include the anus; on either side of the vulva are soft folds of tissue called labia
vagina	- the opening through which menstrual discharge flows; a muscular organ designed to receive the male organ during sexual intercourse; the passage-way through which a baby is born
cervix	- the entrance to the uterus found at the upper end of the vagina
uterus	- a muscular, pear-shaped organ in which the fertilized ovum grows and develops into a fetus; the uterine lining is shed regularly during menstruation if the ovum is not fertilized
ovaries	- organs, connected by ligaments to the uterus (one on each side), which develop and store ova regularly; female sex hormones, regulated by the pituitary gland, cause ova to be released periodically during the menstrual cycle
fallopian tubes	- two tubes adjacent to the ovaries which are attached to the upper end of the uterus and have a funnel-shaped opening; the ovum is swept into the tube at ovulation and is moved toward the uterus by cilia (hairs); fertilization of the ovum by a sperm occurs in the fallopian tube

REFERENCE:

Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

GRADE 7	2.0 Human Growth and Development	Lesson 2.3

TOPIC

The Menstrual Cycle

STUDENT OBJECTIVES

The student will be able to:

1. identify main events of the menstrual cycle,
2. describe body hygiene and personal products related to menstruation.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion about the menstrual cycle and personal hygiene products.
- Give reasons for hygiene and health habits related to menstruation.
- View a film on the menstrual cycle.

REQUIRED MATERIALS

- Transparencies: The Menstrual Cycle; The Menstrual Cycle Stages
- Teacher Background Notes: The Menstrual Cycle
- Display of sanitary products
- Film: Naturally a Girl

RESOURCES

1. Public health nurse, doctor, health educator and teacher
2. Man. Dept. of Education. "Module: Human Sexuality." Teacher Background Materials for the K-9 Health Education Program. Winnipeg: The Department, 1984.
3. Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.
4. From Fiction to Fact: A Teaching Guide on Menstruation and Menstrual Health. Barrie, ON: Tampax Inc., n.d.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson focuses on the menstrual cycle. Menstruation is a regularly occurring process during which the lining of the uterus is shed from the female body.

During the years of change from girlhood to adulthood, the pituitary gland of the brain secretes a hormone which stimulates the ovaries to produce ova. The menstrual cycle begins.

DESCRIPTION OF LESSON

The onset of menstruation indicates that a girl is becoming sexually mature and capable of reproducing. Responsibilities accompany maturation that include learning new personal hygiene tasks, taking sufficient exercise and rest, bathing regularly, and eating nourishing foods.

Introduce the lesson by asking students what information they have about the menstrual cycle. Correct any misinformation with simple explanations.

II. SUGGESTED STUDENT ACTIVITIES

A. Begin the discussion by asking questions:

1. What is menstruation?
2. What terms are used for menstruation?
3. How long is the average length of the cycle? (25-31 days may be the length of the cycle; it is often irregular at first.)
4. For how many days does the menstrual flow occur? (Once the cycle is established, the menstrual flow becomes regular and continues for 3-7 days.)

Correct any misinformation with simple explanations.

Using either an illustrated approach or the film on menstruation, highlight these topics:

1. Onset of menstruation: age, signals

2. Length of Cycle

3. Events

Using the overhead transparencies of the Stages of the Menstrual Cycle and The Menstrual Cycle, discuss

a) ovum development
b) ovum release (ovulation)
c) uterine wall thickening
d) menstrual flow

Reinforce the students' understanding by asking questions:

- How long is a menstrual cycle?
- For how many days does the menstrual flow occur?
- What is the importance of ovulation?
- What happens to the uterus lining during the cycle?
- What controls the menstrual cycle?

4. Hygiene

Discuss and list hygiene tips related to menstruation and explain why it is necessary to:

a) wash hands before using hygiene products? (to avoid contamination of a sterilized hygiene product)
b) change napkins frequently? (to reduce menstrual odour)
c) wrap and dispose of napkins in waste containers? (to avoid plugging toilets and promote cleanliness)
d) cleanse the vulva regularly from front to back? (to avoid carrying bacteria from the anus into the vagina)
e) bathe/wash regularly? (to reduce menstrual odour)
f) carry napkins in a clean bag or container for use away from home? (to avoid contamination of a sterilized hygiene product)
g) know where to get sanitary products, e.g., from such places as the school office, nurse's office, public washrooms? (to have access to such products when they are needed)

B. Show the film, Naturally a Girl, as a review of the lesson on puberty and the female reproductive cycle.

C. Display of Sanitary Products

Note to Teacher: Girls and boys have an interest in knowing about menstruation and sanitary products. Having a mixed class of boys and girls promotes a positive, open discussion of a normal part of growing up. In some communities, however, parents may favour having this part of the class conducted separately.

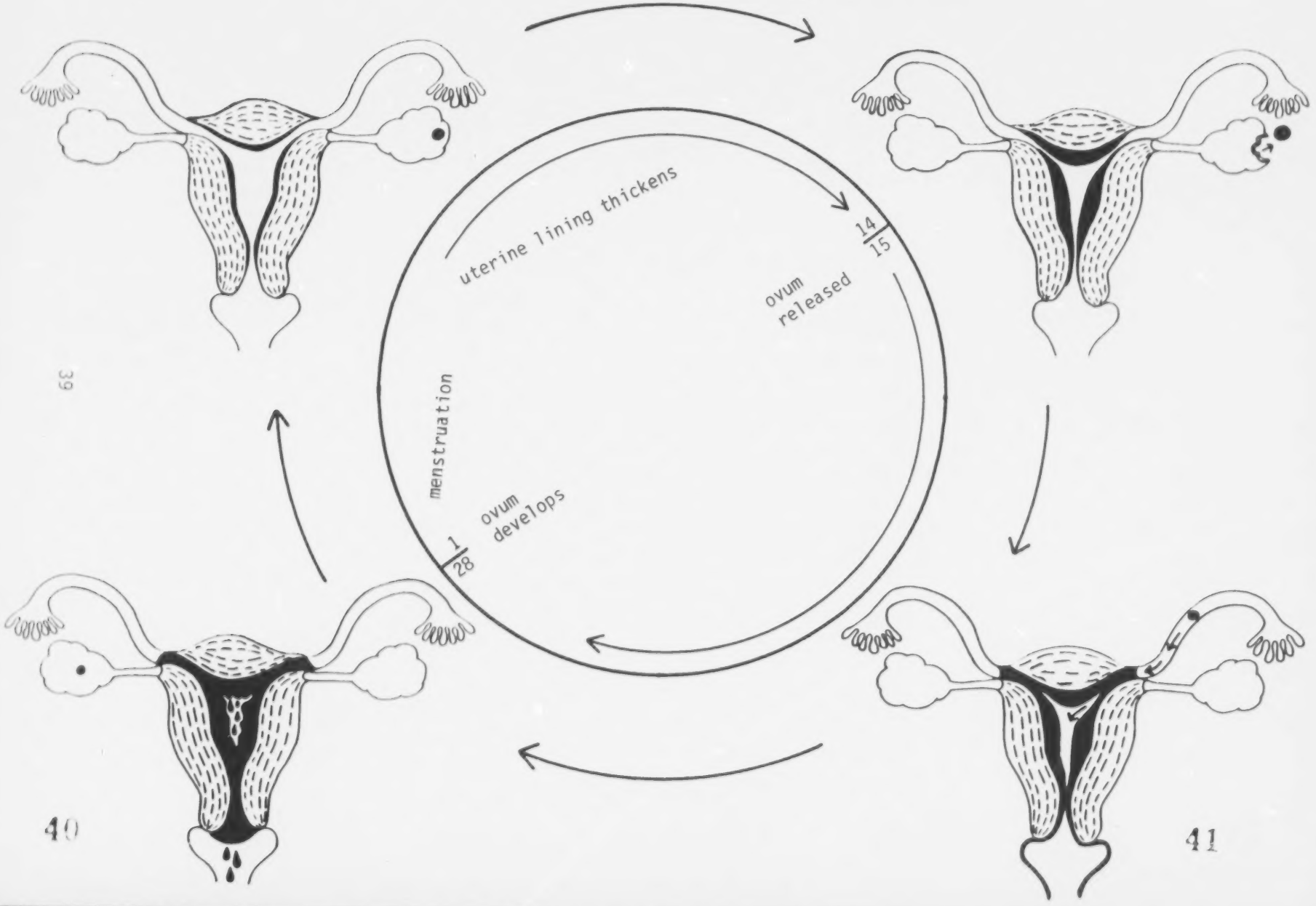
The health professional and/or teacher may demonstrate a variety of sanitary products and discuss the use and care of each, i.e., beltless napkins, napkins with belts, tampons. The film, Naturally a Girl, illustrates female reproduction including feminine hygiene products. It may be used as an alternative to a demonstration of hygiene products.

III. SUMMARY

Puberty and adolescence is characterized over the years by many changes. Girls look forward to growing up and the onset of menstruation. Menstruation and ovulation indicate that a female is sexually mature and capable of producing babies. This does not mean she is capable of rearing a baby. Many responsibilities accompany puberty.

7 2.
TRANSPARENCY

THE MENSTRUAL CYCLE



THE MENSTRUAL CYCLE STAGES

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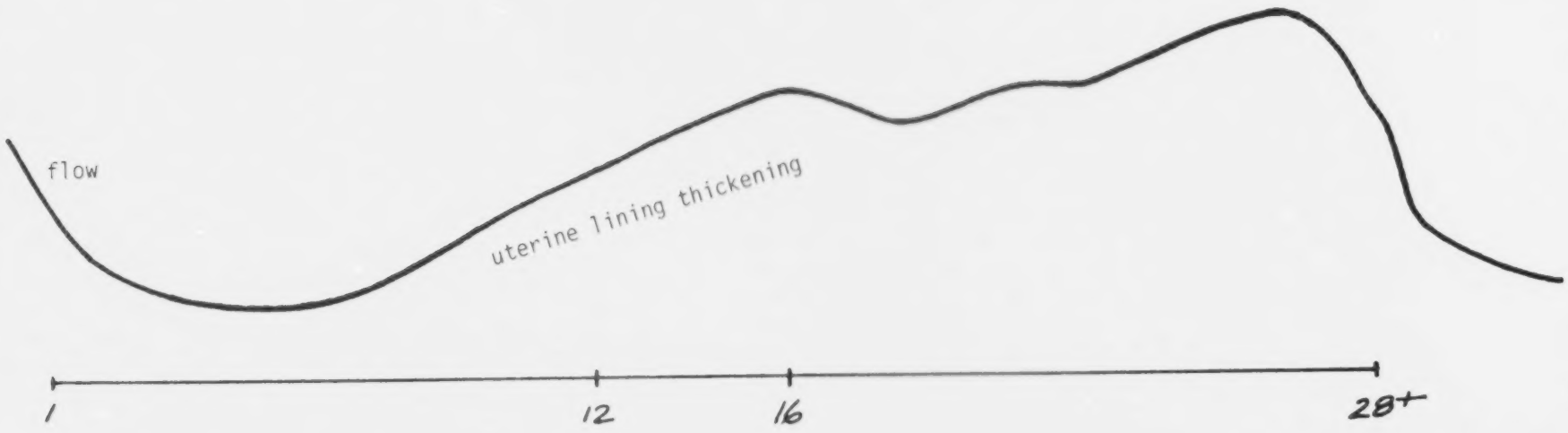

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TEACHER BACKGROUND NOTES: THE MENSTRUAL CYCLE

Girls begin to menstruate when they become sexually mature, usually about age twelve. Menstruation continues for thirty or forty years until menopause occurs, usually about age forty to fifty-five. Menstruation is commonly referred to as a menstrual "period." The length of the cycle may vary from three to six weeks, but usually the ovary is stimulated to ovulate once every four weeks. The period when menstrual flow occurs usually lasts from three to seven days.

The menstrual cycle is controlled by hormones. The pituitary gland at the base of the brain usually stimulates one ovary to develop a ripened ovum every four weeks. A series of changes prepares the uterus to receive a fertilized ovum. The tissue that lines the uterus thickens and extra blood vessels develop. About twelve to sixteen days before the menstrual flow occurs, the ovum is usually released from the ovary at ovulation. It then moves into the fallopian tube by movement of fine hairs called cilia.

If the ovum is joined within two to three days by a sperm cell, the ovum becomes fertilized, and a baby begins to develop. It develops for nine months in the uterus. During pregnancy, menstruation does not normally occur.

If the ovum is not fertilized (joined by a sperm), the blood vessels cut off the nourishment to the lining of the uterus, which breaks away and is passed out of the uterus and through the vagina. The vaginal opening is located between the opening of the urethra and anus. This flow of blood and tissue is called menstruation or a menstrual period. It continues for three to five days. Soft napkins are used by young girls to absorb the discharge. Tampons may be used by older girls and women. It is recommended that the family doctor or public health nurse be consulted about the use of tampons at an early age. There is a discussion of the use of tampons and toxic shock syndrome in the grade 9 Family Life Program.

Most girls engage in regular activities such as bathing, biking, swimming, and other sports during menstruation. Some girls experience cramps, nausea, or headaches when they menstruate. Rest, mild exercise, or a warm bath may be helpful in reducing cramps. A doctor or nurse may be consulted if menstrual problems occur.

REFERENCES:

1. Meeks, L., and P. Heit. Family Living and Human Reproduction. Toronto: Charles E. Merrill Publishing Co., 1982.

2. Meeks, L., and P. Heit. Health Focus on You. Books 5, 6, 7. Columbus, OH: Merrill, 1984.

3. Manitoba Department of Education. "Module: Human Sexuality." Teacher Background Material for the K-9 Health Education Program. Winnipeg: The Department, 1984.

GRADE 7	2.0 Human Growth and Development	Lesson 2.4

TOPIC

Reproduction and Fetal Development

STUDENT OBJECTIVES

The student will be able to:

1. review the processes involved in the development of new life,
2. identify several characteristics of the developing fetus during pregnancy,
3. describe how the sex of a child is determined,
4. distinguish between identical and fraternal twins.

SUGGESTED STUDENT ACTIVITIES

- View a film on fetal development.
- Discuss characteristics of a developing fetus.
- Describe how sex chromosomes determine male and female offspring.
- Discuss similarities and differences between types of twins.

REQUIRED MATERIALS

- Time-Life Reprint, Life Before Birth
- Pictures of newborn infants and stages of fetal development
- Teacher Background Notes: A Human Being Forms; A New Life Begins; Twins; How is Sex Inherited?; Terminology
- Films: My Mom's Having a Baby (29 minutes) or A New Human Life (11 minutes)

RESOURCES

1. Public health nurse or medical doctor
2. Birth Atlas - public health nurse
3. Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.
4. ISIS. Human Reproduction. Lexington, MA: Ginn and Company, 1981.
5. May, Julian. How We Are Born. Chicago, IL: Follett Publishing Co., 1969.
6. Life Before Birth. Time-Life Educational Reprint #27. New York: Time, 1965.
7. Pamphlets available from Life Cycle Publishing.
8. Video: A Sensational Baby.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson provides information on human reproduction and fetal development, sex determination and twins. Two lessons may be required.

DESCRIPTION OF LESSON

Introduce the lesson by reviewing with students the information they have about such processes of reproduction as fertilization and conception. Provide simple explanations to correct any misinformation.

II. SUGGESTED STUDENT ACTIVITIES

A. Use the overhead transparencies from the previous lesson on the male reproductive system and briefly trace the pathway that sperm travel. Begin with sperm being produced in the testicles (testes), leaving the testicle (testis), moving into the vas deferens (or sperm tubule), entering the urethra inside the penis, and leaving the penis.

Use the overhead transparencies from the previous lesson on the female reproductive system and briefly explain the pathway that the ovum travels. Begin with the ovum being released from an ovary, then moving into the fallopian tube and uterus.

B. Continue the lesson by briefly discussing these statements:

"When a husband and wife love each other they may wish to have a baby. The bodies of a male and female are designed in such a way as to make this possible. You will recall that the male reproductive cell is called a sperm, and the female reproductive cell, an ovum. A sperm must join and enter the ovum for a baby to develop. This is called fertilization or conception."

The teacher, nurse or doctor should handle this explanation with sensitivity: "This is how new life begins." The teacher may state "during sexual intercourse, the husband's firm penis fits inside his wife's vagina. Sperm cells move along the pathway from the testicles to the penis and into the vagina. The sperm move into the uterus and fallopian tubes in search of the ovum."

The discharge of an ovum from an ovary is called ovulation. The ovum then proceeds along one of the fallopian tubes (or oviduct) to the uterus. The ovum generally has a life span of three days and the sperm has a life span of one to three days. Fertilization usually takes place in the oviduct, but if not, the ovum disintegrates.

If a sperm finds the ovum and enters it, fertilization occurs. This is the beginning of new life! The fertilized ovum moves along to the uterus and sinks into the thickened lining of the uterus where it will grow and develop. At first it is known as an embryo. From eight to forty weeks, it is known as a fetus.

During pregnancy (forty weeks or approximately two hundred and eighty days), the woman usually does not menstruate. Her body changes in relation to the growth of the fetus. The family prepares for parenthood in many ways. Many parents attend prenatal classes to receive instruction about pregnancy, birth and care of the newborn baby.

When the fetus is ready to be born, the mother (and father) will be instructed by the family doctor or nurse to go to a nearby hospital or nursing station. It is increasingly common for the father to be present at the birth. This family togetherness promotes a sense of belonging, love, and the bonding of family members.

During birth the mother works to push the baby out of the uterus through the vagina (birth canal) and into the world. A doctor and/or nurse assist in the safe delivery of a new baby. Birth is an exciting event. A well-prepared family welcomes the task of caring for a new family member.

C. Show pictures and/or transparencies of the stages of pregnancy, fetal development and infancy.

D. 1. Sex Determination

At the time of fertilization, the chromosomes in the sperm cell determine whether a child will be male or female.

Discuss briefly how male and female offspring develop. Refer to the diagram and study questions in the Teacher Background Notes: How is Sex Inherited?

2. Twins

Discuss briefly how identical and fraternal twins develop, and discuss similarities and differences. Refer to Teacher Background Notes: Twins.

E. Show the video, A Sensational Baby.

DESCRIPTION OF LESSON

III. SUMMARY

There are many processes involved in the development of new life which is an important event in family living. Being a member of a family and providing love and care for other members involves many responsibilities.

TEACHER BACKGROUND NOTES: A HUMAN BEING FORMS

All human beings begin in the same way. A sperm cell from the male joins with an ovum from the female to form a single cell, the fertilized egg (zygote). The fertilized cell is smaller than a pinhead, but within the nucleus, there are 23 pairs of chromosomes which contain all the instructions for the development of a new human being.

A few hours after fertilization, the cell divides into two smaller cells by mitosis. A few hours later, each cell divides again. Four cells result. Further divisions result in eight, sixteen, thirty-two, etc., cells. Three or four days later, there is a cluster of cells. Soon after this stage is reached, cell differentiation begins. In this way, the embryo begins to grow. It implants into the uterine wall. The embryo develops inside the uterus which provides nourishment and protects the developing human from injury, and temperature changes. Most changes in a new human life occur during the first eight weeks. Refer to the resource sheet, "A New Life Begins" and the Time-Life Reprint, Life Before Birth, for illustrations.

From eight weeks on, the new human life is called a fetus. It takes approximately forty weeks for a baby to develop fully before birth. Refer to the chart, "A New Life Begins," and reprint to describe significant characteristics of the fetus until birth.

During the last seven months, the organs develop and grow larger. The fetus increases in size and weight in preparation for birth.

The developing fetus can be compared to an astronaut. The structures that protect and nourish the baby, i.e., the uterus wall, fetal membranes, the amniotic fluid, the umbilical cord and the placenta are similar to the astronaut's life line, protective clothing, head gear and support gases. See the Time-Life Reprint to illustrate the analogy. At the end of the ninth month, the fetus is ready to be born and leave the protection of the uterus. The birth process takes about twelve hours on average. There are three stages: labour, delivery and afterbirth. An average baby is about 46-56 cm long and has a mass of 2.5-3.5 kg. After birth, the baby breathes in oxygen and will begin to eat and digest food provided by the mother and family.

Care for the newborn is an important and exciting aspect of family life which carries with it joys and responsibilities for all members.

REFERENCES:

1. ISIS. Human Reproduction. Lexington, MA: Ginn and Company, 1981.

2. Parker, S. Life Before Birth. Cambridge: Cambridge University Press, 1979.

3. Meeks, L.B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

4. Life Before Birth. Time-Life Educational Reprint #27. New York: Time, 1965.

A NEW LIFE BEGINS - FERTILIZATION TO BIRTH

TIME	APPROXIMATE SIZE	DEVELOPMENT
1st Day	Smaller than this dot •	The egg cell and sperm cell combine to form a single cell with 46 chromosomes.
7 Days	About the size of this dot •	The group of cells attach to the uterine lining. It is now called an embryo.
1 Month	Length: 0.6 centimeters	The heart begins to beat. The nervous and digestive systems form. The eyes and ears are visible.
2 Months	Length: 2.5 centimeters	The embryo has a large head with a brain and facial characteristics. The fingers and toes appear. The embryo is called a fetus.
3 Months	Length: 7.5 centimeters	The face is clearer. The first signs of the sex of the fetus appear. The excretory system develops rapidly.
4 Months	Length: 15 centimeters	The fetus kicks its legs and moves its arms. The skin develops.
5 Months	Length: 25 centimeters	The rate of growth slows. Fine hair develops. The mother and doctor can listen to the fetal heart rate by using an instrument called a stethoscope. The fetus can suck its thumb.
6 Months	Length: 30 centimeters	The fetus moves more often. The eyes are open. Outside sound or pressure can increase fetal heartbeat.
7 Months	Length and weight vary	The fetus is fully developed but does not have enough fat cells to control body temperature. Will need to be in an incubator if born. Greatest change in length and weight occurs during this month.
8 and 9 Months	Length: 46 to 56 centimeters Weight: 2.5 to 3.5 kilograms	The organ systems complete their development. Fat cells form on the body. The baby is born.

From Family Living and Human Reproduction (Columbus, OH: Charles E. Merrill, 1982), pp. 38-39. Used with permission.

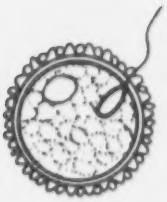
TEACHER BACKGROUND NOTES: TWINS

Some twins look alike and others do not. The kind that look alike are called identical twins and the kind that do not are called fraternal twins.

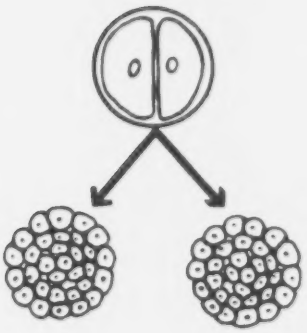
Identical twins develop from a single ovum fertilized by a single sperm. During early development, the fertilized ovum separates. Each half will develop into a baby. Each twin is nourished by a shared placenta. The two babies are identical twins. Because they came from the same fertilized ovum, they are identical in sex, blood type, and tissue type, and they will be very similar in appearance and physical abilities.

Fraternal twins develop from two different ova that are fertilized by two different sperm. The twins that develop are not genetically identical. Each twin is nourished by a separate placenta. They may be different sexes, different blood types and different tissue types. They will be as similar in appearance and abilities as children within the same family.

How Identical Twins Develop

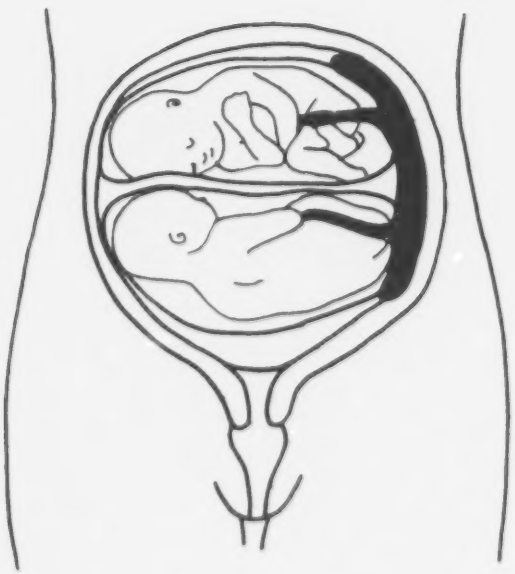


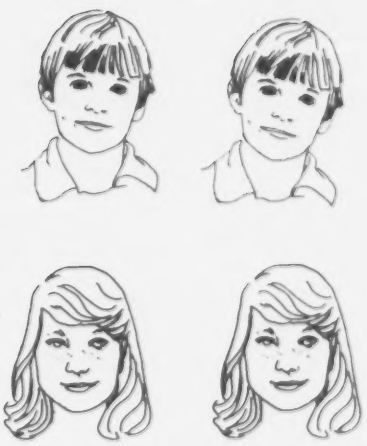
one sperm; one ovum
sperm enters ovum
23 pairs of chromosomes restored



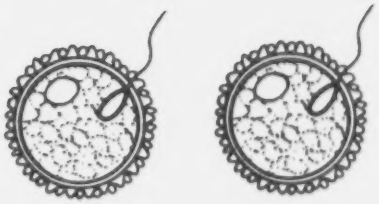
cell division begins
cells separate into two equal units

two identical clusters of cells with identical chromosomes develop and grow; eventually the embryos develop into two fetuses





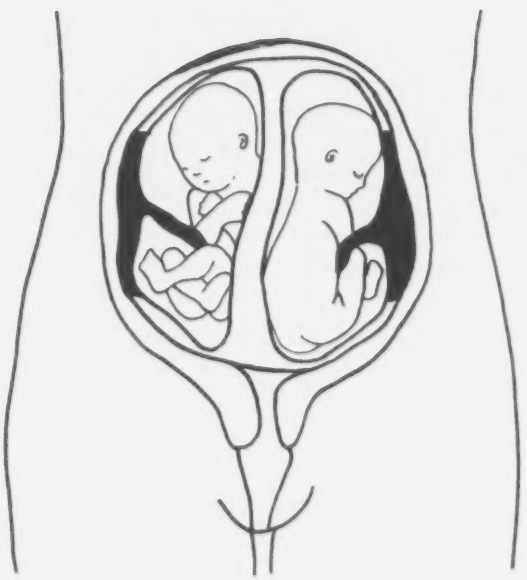
How Fraternal Twins Develop



two sperm; two ova
sperm enter ova
23 pairs of chromosomes restored in each fertilized cell

cell division begins in each fertilized cell

two clusters of cells, with different chromosomes, develop and grow; eventually the embryos develop into two genetically different fetuses



TEACHER BACKGROUND NOTES: HOW IS SEX INHERITED?

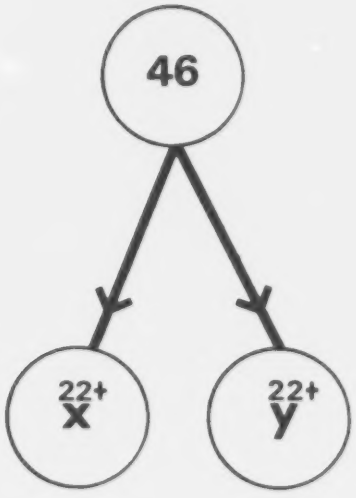
The sex of any child is determined by the father. The chromosomes in a sperm cell determine, at the moment of fertilization, whether a child will be a male or female.

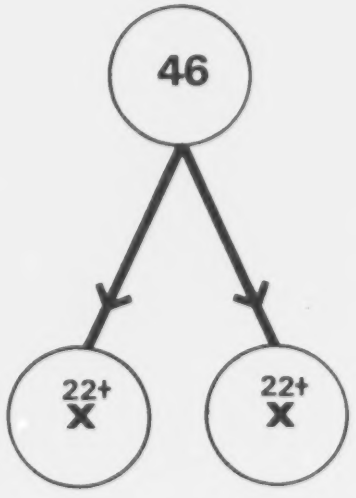
Human ovaries and testes are made up of body cells. Each body cell has 23 pairs of chromosomes--46 chromosomes in all. However some cells within the ovaries and testes divide in a special way to produce ova or sperm cells. Mature ova and sperm cells have only 23 single chromosomes.

A mature ovum has 22 single chromosomes plus an X sex chromosome. A mature sperm cell has 22 single chromosomes plus an X or a Y sex chromosome.

If an ovum with an X sex chromosome is fertilized by a sperm cell with an X sex chromosome, the resulting offspring will have XX sex chromosomes and will be female.

If an ovum with an X sex chromosome is fertilized by a sperm cell with a Y sex chromosome, the resulting offspring will have XY sex chromosomes and will be male.

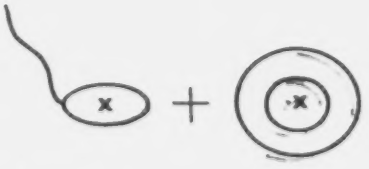




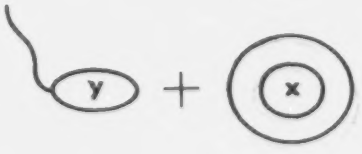
Questions:

What will be the sex of the offspring if:

1. Sperm X fertilizes the ovum X? (XX = female)



2. Sperm Y fertilizes the ovum X? (XY = male)



TEACHER BACKGROUND NOTES: TERMINOLOGY

chromosomes - strands within the nucleus of cells that contain genes providing information for cell structure and activities; human cells contain 46 chromosomes whereas sex cells contain half that number or 23 chromosomes

conception - fertilization of an ovum by a sperm cell

embryo - a term used to describe the period of life from conception through the first two months of development

fertilization - the union of a sperm cell with an ovum which begins the process of human development; it usually takes place in the fallopian tube

fetal membrane - the amniotic sac which encloses and protects the fetus within the uterus and contains amniotic fluid

fetus - a term used to describe the period of life from the beginning of the third to the ninth month of development before birth

fraternal twins - offspring which result when two different fertilized eggs develop within the uterus; they may be of the same or different sex and are only as similar in appearance and physical abilities as any two children within a family

gestation - a synonym for pregnancy

identical twins - offspring which result when a single fertilized ovum divides and develops; they are of the same sex and are very similar in appearance and physical abilities

placenta - an organ attached to the uterine wall that serves as the respiratory, nutritive and excretory organ of the fetus; maternal circulation provides oxygen and nutrients which diffuse into the fetal blood stream; fetal wastes diffuse in the opposite direction and are eliminated by the mother; the placenta is expelled at birth

umbilical cord - a structure attached to the abdomen of the fetus and to the placenta containing blood vessels that transport nutrients and oxygen to the fetus and remove wastes from the fetus to the maternal placenta; this structure is cut and tied at birth; upon drying and healing the "belly button" or "navel" is formed

GRADE 7	2.0 Human Growth and Development	Lesson 2.5

TOPIC Personal Hygiene

STUDENT ACTIVITIES

The student will be able to:

1. describe positive health practices and basic hygiene products that promote health and maintain cleanliness.

SUGGESTED STUDENT ACTIVITIES

- View a film on personal cleanliness and hygiene products.
- Prepare hygienic products that promote cleanliness.

REQUIRED MATERIALS

- Magazines, scissors, glue, felt pen, poster paper
- Film: Soap Scents and the Hard, Hard Sell (20 minutes)
- Teacher Background Notes: Make Your Own Products

RESOURCES

1. Forecast for Home Economics - Teacher Edition of Co-Ed, September 1982.

DESCRIPTION OF LESSON

I. INTRODUCTION

The lesson focuses on personal hygiene and cleanliness.

II. SUGGESTED STUDENT ACTIVITIES (two class periods may be required)

A. Show the film, Soap Scents and the Hard, Hard Sell, and discuss the effect advertising has on consumer choice.

B. Distribute materials for preparing hygienic products.

III. SUMMARY

Review the concept that basic hygiene products (e.g., soap, deodorant, hair products, dental products) and regular health practices promote well-being and maintain cleanliness. Students can become wise consumers by practicing good buying skills and using safe hygienic products appropriately.

TEACHER BACKGROUND NOTES: MAKE YOUR OWN PRODUCTS

Good grooming is important to young adolescents. As our society changes, the variety of hygienic products grows. Students should recognize the purpose of using basic hygienic products. Discuss such aspects of good grooming as:

showering, bathing, washing
shampooing
shaving
manicuring, pedicuring
using deodorant, antiperspirant

Stress the importance of having personal combs, brushes, etc. Remind students that they should never share any makeup and, in particular, eye makeup, with someone else as it can lead to eye infections. Makeup of all kinds should be removed each evening. Students can become objective consumers of basic hygienic products when they know why and how these products should be used.

Demonstrations on how to make basic cleanliness products can be set up in the classroom. Several recipes are provided:

dentifrice
mouthwash
silk hand lotion
facial cleanser
facial mask
shampoo

Dentifrice

5 ml (1/2 tsp.) table salt
10 ml (2 tsp.) baking soda
a drop of oil of cloves

Mix the ingredients and use as a toothpowder. Do not use regularly as it is too abrasive.

Mouthwash

Method 1: 3 ml (½ tsp.) salt
250 ml (1 glass) hot water

Method 2: 5 ml (1 tsp.) salt
10 ml (1 T.) hydrogen peroxide 3%
150 ml (8 oz.) lukewarm water

Method 3: 2 ml (¼ tsp.) baking soda
125 ml (½ glass) lukewarm water

Select a method for which you can obtain the ingredients. Mix the ingredients in the required amount of water. Swish in mouth and rinse.

Silk Hand Lotion

18 ml (3/4 cup) rose water
62 ml (¼ cup) glycerine
2 ml (½ tsp.) white vinegar
2 ml (½ tsp.) honey

Combine all ingredients in a jar and shake vigorously. The lotion is smooth and not sticky. Glycerine and honey are the oldest moisturizers known. Use this lotion generously after washing hands.

Facial Cleanser for Oily Skin

83 ml (1/3 cup) powdered castile soap
83 ml (1/3 cup) cornmeal, white
83 ml (1/3 cup) almond meal

Mix in a bowl and keep the dry ingredients in a jar. To use, fill the palm of one hand with the mixture and make a paste with a bit of water. With the fingertips, scrub the area around the nose and other oily spots. Rinse off with warm water. Follow with very cold water to close pores.

Mask for Dry Skin

1 fresh egg yolk
10 ml (1 T.) dry skim milk
10 ml (1 T.) fresh milk
2 ml (½ tsp.) honey

Mix ingredients in a bowl. Beat into the consistency of mayonnaise. Apply thickly over the face and throat. Leave on for fifteen minutes, then wash off with warm water. Finish with cold water.

Homemade Shampoo

125 ml (½ cup) water
5-15 ml (1-3 tsp.) mayonnaise
250 ml (1 cup) mild liquid dishwashing detergent
10 ml (1 tsp.) lemon juice
150 ml (1 cup) vinegar
food colouring

Beat water and mayonnaise together. Add detergent, lemon juice, vinegar, and food colouring. Label and store in the refrigerator.

GRADE 7	3.0 Relationships and Responsibilities	Lesson 3.1

TOPIC Caring for Family Members

STUDENT OBJECTIVES

The student will be able to:

1. describe characteristics of the newborn and its needs,
2. recognize the role of the family in meeting the needs of an infant.

SUGGESTED STUDENT ACTIVITIES

- Participate in a discussion about how family members can provide for a newborn's needs.
- Prepare a group collage on caring for a new family member.
- View a film on child care, growth and development.

REQUIRED MATERIALS

- Magazine pictures of infants, children, and family members for a bulletin board display
- Films: Oh Boy, Babies (29 minutes) or
  My Mom's Having a Baby or
  A New Human Life (11 minutes)

RESOURCES

DESCRIPTION OF LESSON

I. INTRODUCTION

The family teaches its members about love, care and nurturing throughout the years. It provides for such needs as clothing, shelter, food, cleanliness, love and a sense of belonging. It imparts such commonly accepted values as respect, honesty, truth, justice, and non-exploitation.

The addition of a new member to the family brings many responsibilities to parents and other family members.

II. SUGGESTED STUDENT ACTIVITIES

A. Encourage the class to describe characteristics of an infant. Some suggestions are:

- weight - 3 kg (6½ lbs.) average
- length - 45 cm (18 in.) average
- senses (sight, hearing, touch, smell, taste)
- body covering (hair, skin, nails)
- speech and socialization (smiles, cries, laughs, coos)
- reflexes

A human baby's eyes are open at birth, unlike the eyes of small animals. Newborns can recognize colours, shapes and people. They can hear and taste. Their skin is soft and is sensitive to heat, cold, pressure and pain; there may be fine hairs on the scalp and elsewhere. A human infant sleeps many hours a day and experiences hunger six to eight times a day. Until toilet training begins, urine and bowel movements are uncontrolled. Common reflexes are: the startle reflex (a loud noise frightens the infant), the grasping reflex (the infant will tightly grasp an object with the total hand), and the rooting reflex (the infant searches for the breast). The human baby is entirely dependent on its family in order to survive.

B. List and discuss some common needs of human infants and indicate family members who can assist in meeting their needs.

Example:

Basic Needs	Mother	Father	Relative/ Grandparent	Brother	Sister	Other
.furniture .clothing (layette) .food .changing clothes .bathing .grooming .holding/ touching/ smiling/ talking/ singing .laundry .exercise outdoors .medical supervision .love						

C. In groups, have students prepare collages illustrating how a family gives love, care and nurturing to an infant.

D. If the film, A New Human Life, is shown, the students may record characteristics of the developing baby. Review the stages from conception to birth, and point out key developments throughout gestation.

Other films, My Mom's Having a Baby or, Oh Boy, Babies, also discuss the importance of the family in caring for a new baby.

III. SUMMARY

A family is a committed group of people that lives together in a home and provides care, nurture and support for its members. Love, a sense of belonging and respect are important human needs that are met primarily by the family.

GRADE 7	3.0 Relationships and Responsibilities	Lesson 3.2

TOPIC

Family Responsibilities

STUDENT OBJECTIVES

The student will be able to:

1. recognize that family responsibilities differ from family to family and that each family has its own way of meeting these responsibilities.

SUGGESTED STUDENT ACTIVITIES

- Discuss, as a class, one scenario that describes different responsibilities of family members.
- Discuss, in small groups, scenarios that describe different responsibilities of the family.
- Complete the Family Responsibilities At Home worksheet with the family.

REQUIRED MATERIALS

- Teaching Supports: Family Responsibilities Case Studies; Family Responsibilities Activity Worksheet; Family Responsibilities At Home Activity Worksheet

RESOURCES

1. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing, 1985.
2. Leavenworth, Carol, et al. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.

DESCRIPTION OF LESSON

I. INTRODUCTION

Explain to students that all families have certain jobs or responsibilities. These jobs differ from family to family, and even when there are similarities, the jobs may be handled differently by different families. For example, in households where there are pets, one family member might be responsible for its care at times, or that task might change from person to person on a weekly basis.

II. SUGGESTED STUDENT ACTIVITIES

A. Read one scenario with the class. Discuss together the responsibilities in the story.

B. Form groups of four to five students. Distribute a copy of each Family Responsibilities case study and a copy of the activity worksheet to each group. Ask students to read the case studies and list on the activity sheet which job each family member does.

C. In the large group, have each group present their findings. Discuss the following questions:

1. Does each family do the same jobs?
2. How do responsibilities of family members vary from family to family? Give examples.

D. Students may wish to take the Family Responsibilities at Home Worksheet home to discuss with their own families. This exercise is an optional one. The sheet does not have to be returned to school nor does it have to be discussed there.

III. SUMMARY

Encourage students to examine how they might show more responsibility in their home. Perhaps they might assume a new responsibility or assist another family member with a task.

NOTE: In preparation for the next class, have students take home a copy of "Parents' Letter" and Teacher Background Notes: "The Family Meeting."

FAMILY RESPONSIBILITIES ACTIVITY

The Joneses

Billy sat on a bench in his Dad's workshop, which was a room at the back of the house. He was writing down a list of things they would need for his Mom's surprise birthday party the next day. Meanwhile, his Dad was putting the finishing touches on a wooden cabinet he was going to give to his wife for her birthday. The cabinet was designed for a space in her office. She worked as a writer of children's stories. They talked about what they would have to do to get everything ready on time.

Mr. Jones was a builder and cabinet maker who worked at home. He helped with the household tasks. He wasn't too fussy about doing the cleaning, but he did love to cook. He planned to spend most of the next day preparing a wonderful meal for his family and the friends he and Billy had invited.

Billy usually didn't mind the house's "lived-in" look, but tomorrow was a special day. He wanted his Mom's surprise to be a pleasant one. Billy made up his mind to come home right after school tomorrow to straighten up the house and dust.

The Tremblays

It had rained all week, and the grass had grown very quickly. When Mrs. Tremblay arrived home from work on Friday afternoon, she decided to get the grass cut before dinner. Her husband would be starting on the midnight shift at the mine that night and would need Saturday to sleep.

Meanwhile Michel and Nicole were inside cleaning the house. Michel cleaned the bathroom, and Nicole vacuumed the rug in the livingroom.

When Mrs. Tremblay finished cutting the grass, she went inside. Michel and Nicole had just finished their work. They met in the kitchen to talk about the day's events and to start supper. Michel set the table, while Nicole peeled potatoes. Mrs. Tremblay cooked the chicken and prepared the other vegetables.

By dinner time, Mr. Tremblay emerged from his workshop where he had been putting a new plug on the toaster. The whole family sat down to eat together. Each shared his or her experiences of the day.

After supper, Michel and Nicole sat down to watch television. Their Mother and Dad talked while doing dishes.

The Mowatts

"Come on, Ron. It's 6:30. It's time to get up," said Victor, shaking his nine-year-old brother's shoulder. "Get up and get dressed. Then, wake the others. It's your turn to make breakfast. I'll go out and feed the animals. I'll have to do it all myself because Dad's already left to deliver the rest of last year's grain." At twelve, Victor was the oldest of five children in the family. It was he who usually gave the wake-up call in the morning and tried to make sure that those who went to school made it to the bus on time.

Ron slowly got out of bed, washed and dressed. When he had finished, he knocked on the door to the girls' bedroom to wake them up. Suzanne and Carol were a year apart in age, Suzanne being the older at seven. It was Suzanne's responsibility to see that they both got downstairs to do their tasks in the morning. Carol's job that month was to feed the family's cat and keep the litter box clean. Suzanne's was to help her Mom make lunches before breakfast. Mrs. Mowatt chose the lunch spreads and the fruit; Suzanne actually made the sandwiches and packed the bags while her mother fed six-month-old Cindy.

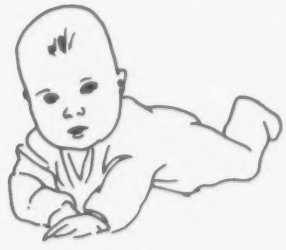
Victor came in for breakfast just as everyone was sitting down to eat. They tried to eat together in the morning, so each family member had to get his or her work done beforehand. After they had washed their own dishes, the children walked down the driveway to the place where the bus would pick them up for school at 8:15.

FAMILY RESPONSIBILITIES CASE STUDIES

The Joneses

The Tremblays

The Mowatts



FAMILY RESPONSIBILITIES AT HOME

GRADE 7	3.0 Relationships and Responsibilities	Lesson 3.3

TOPIC

Family Communications: The Family Meeting (Optional)

STUDENT OBJECTIVES

The student will be able to:

1. practice communicating as a family member.

SUGGESTED STUDENT ACTIVITIES

- Prepare for a demonstration of a hypothetical family meeting.
- Role play the family meeting for the class.

REQUIRED MATERIALS

- Poster paper, felt pens, paper
- Teaching Support: Parents' Letter
- Teacher Background Notes: The Family Meeting

RESOURCES

1. Dinkmeyer, Don, and Gary McKay. The Parents' Handbook: STEP Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.
2. Dinkmeyer, Don, and Gary McKay. The Parents' Guide: STEP/Teen Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.
3. Gibb, Sharon. Someone Special. Toronto: Doubleday, 1983.
4. "Social-Emotional Well-Being." Health: Grade 5. Winnipeg: Department of Education, 1988.

DESCRIPTION OF LESSON

I. INTRODUCTION

Prior to this class have students take home a copy of Parents' Letter and Teacher Background Notes: The Family Meeting.

Explain that some families like to hold regular meetings to discuss family business. The family business might include planning a holiday, deciding on allocation of chores, or dating. The length of meetings can range from twenty to thirty minutes to an hour. Suggest that the class members plan a family meeting for a hypothetical family or small group.

II. SUGGESTED STUDENT ACTIVITIES

A. Divide the class into small groups. Ask each group to make up a family, choosing the names and identifying the members. Ask each group to create a poster to notify everyone when and where the meeting will be held. It is important to check that everyone will be home for it.

Make an agenda for the meeting, deciding which items should be included on it.

Choose the chairperson and secretary. The chairperson will chair the meeting and the secretary will take minutes of the meeting. These would be read at the next meeting.

SAMPLE AGENDA: FAMILY MEETING

1. Review of the guidelines for a family meeting or discussion of the minutes from the previous meeting
2. Sharing of feelings about positive family occurrences over the past week/month
3. Discussion of topics of interest or concerns raised by family members
4. Refreshments

B. Share the poster and agenda with the whole class. Ask volunteer groups to role play the family meeting.

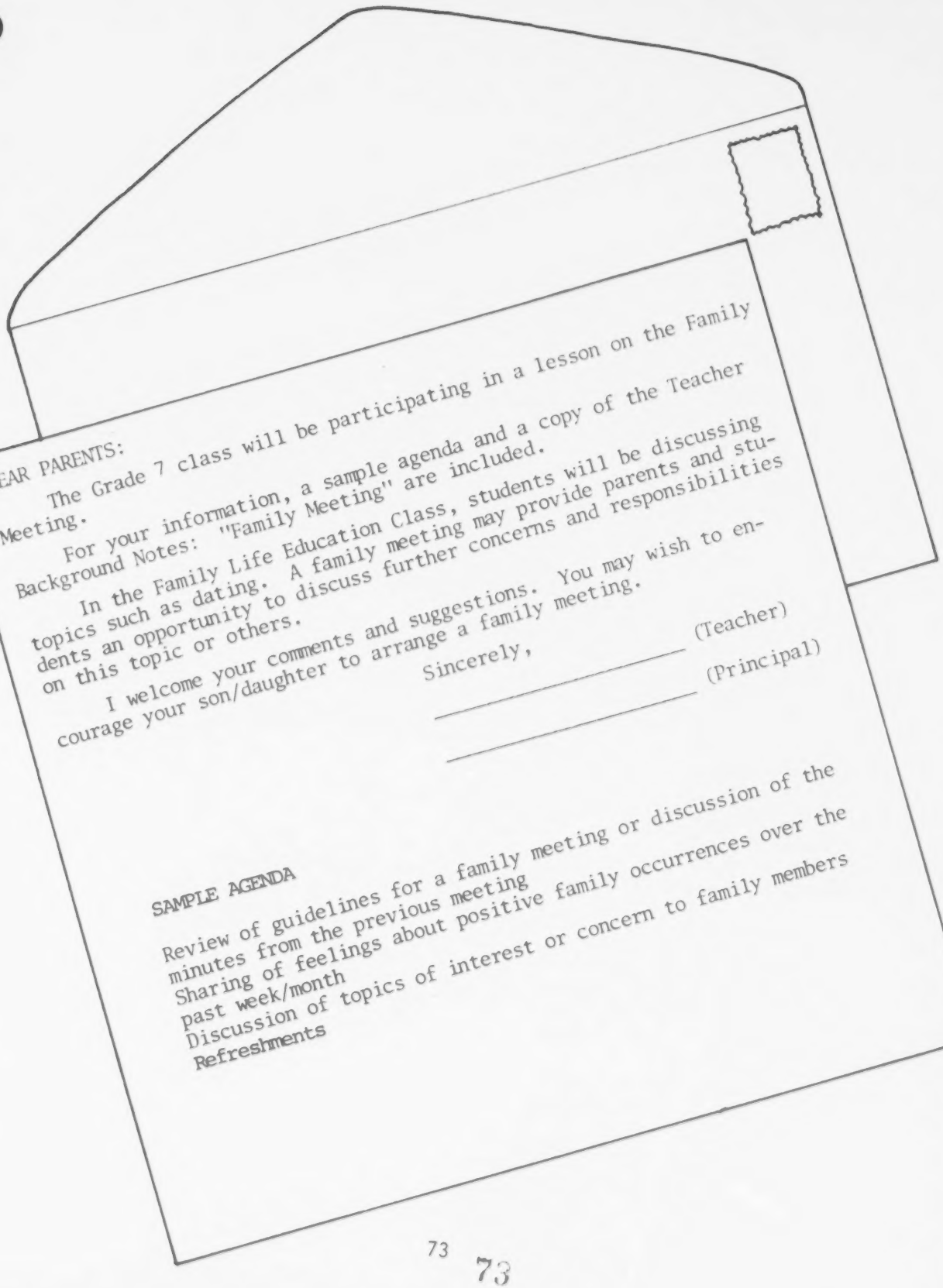
Questions for discussion:

1. What useful purpose does a family meeting serve?
2. What special items might be added to the agenda to make a meeting an event to look forward to?
3. Did you enjoy this activity? Why?

III. SUMMARY

A family meeting may help family members to share ideas, discuss problems, and find solutions. Families may choose to have an informal meeting.

Encourage students to discuss their class meeting and the possible benefits of family meetings with their own families.



DEAR PARENTS:

The Grade 7 class will be participating in a lesson on the Family Meeting.

For your information, a sample agenda and a copy of the Teacher Background Notes: "Family Meeting" are included.

In the Family Life Education Class, students will be discussing topics such as dating. A family meeting may provide parents and students an opportunity to discuss further concerns and responsibilities on this topic or others.

I welcome your comments and suggestions. You may wish to encourage your son/daughter to arrange a family meeting.

Sincerely,

_____ (Teacher)

_____ (Principal)

SAMPLE AGENDA

Review of guidelines for a family meeting or discussion of the minutes from the previous meeting
Sharing of feelings about positive family occurrences over the past week/month
Discussion of topics of interest or concern to family members
Refreshments

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TEACHER BACKGROUND NOTES: THE FAMILY MEETING

Democratic family relationships often develop effectively when members have an equal opportunity to join in the decision-making process.

The family meeting is a regularly scheduled meeting of all family members. It is an opportunity for all to be heard on issues of importance to the family. Discussion might focus on the family's beliefs, values, wishes, complaints, plans, questions and suggestions.

The meeting provides for some of the following:

- being heard by others;
- expressing positive feelings about one another and giving encouragement;
- distributing tasks fairly among members;
- expressing concerns, feelings and complaints;
- settling conflicts;
- planning family recreation.

Suggested Guidelines for Family Meetings

1. Establish a specific meeting time, i.e., weekly or monthly.
2. Rotate the position of chairperson and secretary.
3. Establish and stick to time limits.
4. Make sure all members have an opportunity to offer ideas and opinions.
5. Encourage everyone to bring up issues/concerns.
6. Do not permit meetings to become gripe sessions.
7. Distribute chores fairly.
8. Plan family fun.
9. Use communications skills.
10. Evaluate the meeting.
11. Evaluate decisions at the next meeting.

REFERENCE:

Dinkmeyer, Don, and Gary McKay. The Parents' Handbook: STEP Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.

GRADE 7	3.0 Relationships and Responsibilities	Lesson 3.4

TOPIC

Dating: Kids' and Parents' Views

STUDENT OBJECTIVES

The student will be able to:

1. discuss dating as a process in enhancing adolescent development and relationships.

SUGGESTED STUDENT ACTIVITIES

- List benefits and outcomes of adolescent social activities.
- Describe characteristics that enhance interpersonal relationships.
- List examples of dating activities and interests.
- Discuss expectations and responsibilities of dating partners and parents regarding dating.

REQUIRED MATERIALS

- Teaching Support: Let's Hear About Dating From Our Parents (parent worksheet)
- Poster paper, felt pens

RESOURCES

DESCRIPTION OF LESSON

I. INTRODUCTION

Schools, communities and families offer a variety of group activities, such as clubs and sports groups, that encourage teenagers to become friends of and feel comfortable with members of the opposite sex. In early adolescence, boys and girls usually form unisexual peer groups. Later on, mixed groups start to develop. Some boys and girls start to develop an interest in the opposite sex earlier than others. These adolescents may begin to date early, whereas other boys and girls may not be interested in dating until the high school years or later. Introduce dating as a recognized and important step in the social-emotional development of adolescents.

II. SUGGESTED STUDENT ACTIVITIES

A. Brainstorm a list of benefits and positive outcomes of adolescent social activities and record on the blackboard. Examples may include:

- being involved in family-centred activities
- getting to know new people and becoming comfortable with the opposite sex
- experiencing a variety of activities
- discovering important characteristics that enhance boy-girl relationships
- developing communication skills, i.e., learning how to ask for or reject a date
- understanding that boys and girls share common problems; some teens may experience problems related to their own sex role
- learning dating etiquette
- finding companionship
- understanding expectations of boys, girls and parents
- understanding new responsibilities

Ask students to discuss such aspects of dating at junior high age as pairing off, group dates, parent views, and costs. Also, discuss the fact that some teens may not be interested in dating at this time or that some parents may not approve of dating at junior high.

B. Review the social-emotional development of adolescents and how it influences their interests.

Discuss the kinds of characteristics that are especially important in developing positive boy-girl relationships.

C. Make a class list of common interests and dating activities that students would consider appropriate for their age, e.g., video party, movie, skating, sports event, school dance, hayride. Discuss the advantages of group dates and get-togethers.

D. Discuss the terms: expectation and responsibility; provide an example such as the following:

MOVIE DATE 7:15		
expectation	boy	It is my expectation that my date will be ready at the time agreed upon.
	girl	It is my expectation that my date will arrive in time to meet my parents and be ready to leave at the pre-arranged time.
responsibility	boy	It is my responsibility to arrive on time so that I can meet the parents and leave on time.
	girl	It is my responsibility to be ready on time.

Divide the class into groups of four or five students. Ask them to prepare a display that illustrates what a student can expect from a dating partner. Beside each expectation have them list a responsible action. Allow ten minutes. The recorder from each group will present their data.

E. Provide copies of Let's Hear About Dating From Our Parents. Review the worksheet with the class. Encourage the class to complete the worksheet at home with their parents. Findings may be discussed with the class.

III. SUMMARY

Schools, communities and family-centred activities provide a variety of opportunities for young people to meet members of the opposite sex. It is important for students to know and respect their parents' views on dating. It is important to note that not all teenagers grow and mature and become interested in the opposite sex at exactly the same time.

PARENT WORKSHEET

LET'S HEAR ABOUT DATING FROM OUR PARENTS

Your son/daughter has been involved in a discussion of dating as a step in the development of adolescents.

As a parent of a junior high son or daughter, what expectations do you have of your child's group of friends and/or dating partner?

Remember that successful adolescent relationships are enhanced by values such as respect, understanding, kindness, and honesty.

List below those expectations you have of your son/daughter and his/her potential or actual dating partner. Beside each expectation, list a responsible action.

EXPECTATIONS	RESPONSIBILITIES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

GRADE 7	3.0 Relationships and Responsibilities	Lesson 3.5

TOPIC

Dating: Concerns and Responsibilities

STUDENT OBJECTIVES

The student will be able to:

1. recognize common dating problems.

SUGGESTED STUDENT ACTIVITIES

. Analyze common dating problems.

REQUIRED MATERIALS

. Teaching Support: Sample Dating Problems
. Teacher Background Notes: A Decision-Making Model; Values and Decision-Making; Sample Problems

RESOURCES

1. Manitoba K-9 Health Education Curriculum: Unit on Social-Emotional Well-Being 2.3 - 2.5, Grade 7 Assertiveness
2. Teaching Supports: Social-Emotional Well-Being, Grade 8, 2.7

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson is a follow-up to the introductory lesson on dating. It focuses on common dating problems and a six-step decision-making model that can be used to analyze sample problems in conjunction with commonly accepted values.

An alternative approach could be used to reinforce assertiveness. Students could role play: taking a stand, making a request, and expressing positive and negative feelings. Review Grade 7, Social-Emotional Well-Being 2.3 - 2.5.

DESCRIPTION OF LESSON

II. SUGGESTED STUDENT ACTIVITIES

A. Discuss common problems concerning dating. Ideas to consider may include:

1. failing to notify parents of whereabouts
2. changing plans without full agreement
3. feeling pressure to conform in order to be liked
4. facing behaviour that is objectionable
5. hearing gossip
6. deciding who will pay

B. Discuss the importance of making responsible decisions. Review decision-making steps and common values.

C. Assign a case study to a group of four or five students. Have the group identify the problems, list alternatives, suggest pros and cons for each alternative, select the best alternative or combination of alternatives to solve the problem in harmony with values. The recorder for the group will report back to class.

III. SUMMARY

It is important to understand that dating involves such values as kindness, respect, consideration, honesty, non-exploitation, and responsibility between the dating partners and their parents. It is important that they be aware of common problems of dating and alternatives that promote responsible behaviour based on values of the family and society.

Teenagers often succumb to peer pressure to behave in ways that are not responsible.

SAMPLE DATING PROBLEMS

Movie

Bill and Susan had planned to go to a movie on Friday evening at 7:30. Susan had discussed the plans with her parents and had their agreement. She was to be home at 10:30. Bill and Susan met Allan and Debby at the movie and, after the movie, went for a snack at McDonald's. Several classmates were at McDonald's and one friend, Randy, invited everyone back to his home to watch a video movie. It was 10:00 p.m. What should Susan and Bill do?

School Dance

Jennifer asked Roland to go to a school dance. Their parents had agreed to the plan several weeks in advance, and a curfew of 11:30 had been set. At the dance a group of grade seven and eight students had discussed leaving the dance at 10:00 p.m. to go to Bill's house for a party. His parents would be home. Jennifer and Roland were asked to join the group at Bill's house. What should Jennifer and Roland do?

Roller Skating

Morris invited Diane to go roller skating on Saturday evening. At the ticket office, Morris suddenly asked Diane to pay for her ticket and skates. Diane was confused. She had $5.00 in her purse, but she had expected Morris to pay her way. What should Diane do?

Cigarette

Catherine was new to the school and felt some pressure from her classmates to conform in order to be accepted. One day after a school basketball game, when Catherine and several friends were returning home, one of the students lit up a cigarette. The friends exchanged puffs on the cigarette. Catherine, who did not smoke, was offered the cigarette. What should Catherine do?

A DECISION-MAKING MODEL

1. DEFINE THE PROBLEM OR DECISION TO BE MADE.
   - .RESEARCH THE TOPIC IF NECESSARY.
   - .DISCUSS COMMONLY ACCEPTED VALUES.

2. IDENTIFY ALTERNATIVE COURSES OF ACTION.
   - .BRAINSTORM ALTERNATIVES.

3. CONSIDER THE POSITIVE AND NEGATIVE CONSEQUENCES AND POSSIBLE OUTCOMES OF EACH ALTERNATIVE.
   - .CONSIDER HEALTH KNOWLEDGE, COMMONLY ACCEPTED VALUES AND COMMUNITY ATTITUDES.

4. CHOOSE A COURSE OF ACTION FROM THE ALTERNATIVES IN HARMONY WITH COMMONLY ACCEPTED VALUES.

5. ACT UPON THE DECISION.

6. EVALUATE THE OUTCOME.

TEACHER BACKGROUND NOTES: VALUES AND DECISION MAKING

There are "right" and "wrong" values depending on an individual's and a society's religious beliefs, personal beliefs and cultural mores. The commonly accepted values listed below are widely held in Manitoba.

1. Dignity--showing respect for elders, parents, children and self.
2. Honesty--being truthful with others and self.
3. Equality--having the same rights, regardless of religion, race or sex.
4. Responsibility--carrying out one's obligations or duties; answering for one's own actions.
5. Justice--being fair to all people and not exploiting others.
6. Empathy--showing care and understanding for others and their cultures.
7. Consideration--demonstrating love and generosity towards others.
8. Commitment--showing loyalty to family, country, ideals and beliefs.
9. Self-control--being able to examine and manage one's activities.

Such commonly accepted values, or core moral precepts, transcend cultural and religious differences. Commonly accepted values are supported by the mandate of the school system which states:

> While it is impossible to identify a particular position on a given set of values that should be conveyed to all, many qualities of mind and character are clearly seen as desirable and should be developed, e.g., honesty, respect and concern for others, empathy and tolerance, cooperativeness, resourcefulness, self-reliance, open-mindedness, concern for societal issues and an open attitude towards social change, respect for legitimately constituted authority, capacity for hard work, willingness to become involved in a genuine search for solutions to problems.*

Thus, values in health education should focus on a sense of caring and respect for family and others, kindness, honesty, compassion and respect for self.

REFERENCE:

* Manitoba Department of Education. Administrative Handbook. Winnipeg: The Department, 1988. Section 1, p. 8.

TEACHER BACKGROUND NOTES: SAMPLE PROBLEMS

The class will have used the decision-making process in health education classes prior to this unit of work. Review the steps. Discuss the commonly accepted values with the class. This problem can be used to demonstrate making decisions based on the commonly accepted values.

Bill and a Group of Friends

Bill and a group of friends decided to play baseball after supper. Bill's parents set a curfew of 9:00 p.m. The game was tied and the friends encouraged Bill to stay late.

1. Define the problem. The problem is whether you go home or stay and play with your friends.

2. List the alternatives:

   A. Go home.
   B. Stay and play.
   C. Phone home and ask permission to stay out longer.
   D. Ask one of your friends' parents to phone for you.
   E. Other - as students may respond.

3. Consider the pros and cons. For each alternative, consider pros and cons. Consider the universal values that may be involved and/or may be at risk.

PROS	CONS	VALUE
A. - parents pleased - allowed to go again	A. - lose friends - be teased - may not be asked to join in game again	- this choice supports the value respect of parents
B. - can stay and have fun - friends may admire you	B. - may be grounded - feel guilty	- loss of respect
C. - parents trust you - may be allowed to stay	C. - may not be allowed to stay	- respect of parents considered
D. - parents won't be annoyed at another adult - may be allowed to stay and play	D. - may have to come home - parents may be angry	- respect of parents considered

4. Select the best alternative: Students choose the best single or combined alternatives based on pros and cons of each in light of current health knowledge and the commonly accepted values. The teacher can assist groups in identifying basic values and pointing out alternatives that may place the basic values at risk. Make no attempt to reach a consensus. Decisions and choices should reflect and be in harmony with basic values of home and community.

   If the child were solving a personal health problem, the next two steps would apply.

5. Outline a plan of action. Write steps of the plan and a goal statement. Try the plan for a period of time. Each student would work through this step when solving a personal health problem.

6. Evaluate (plan): The student would evaluate the plan. If the alternative did not work satisfactorily, then the student would go back to step 2, and work through the steps again.

GRADE 7	4.0 Personal Safety	Lesson 4.1

TOPIC

Sexual Assault Prevention

STUDENT OBJECTIVES

The student will be able to:

1. recognize important preventive health practices related to the prevention of sexual exploitation,
2. identify support persons for family/friend and community support systems,
3. practice solving case studies that involve unacceptable sexual behaviour.

SUGGESTED STUDENT ACTIVITIES

- View a film illustrating three common examples of sexual exploitation of children.
- Discuss preventive health behaviour related to sexual assault prevention.
- Discuss case studies about unacceptable sexual acts in relation to the decision-making model and common values.

REQUIRED MATERIALS

- Film: No More Secrets (13 minutes) and instruction guide
- Case studies
- Teacher Background Notes: Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (Including Child Abuse)

RESOURCES

1. Adams, C., and Jennifer Fay. No More Secrets. San Luis, Obispo, CA: Impact Publ., 1981.
2. Sexual Offences Against Children (Badgley Report). Vol. I, II, Summary. Ottawa: Canadian Government Publishing Centre, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

Sexual assault of children is against the law in Canada. Children and youth need to be better informed about how to protect themselves from the risks of sexual exploitation. It is important that students be able to recognize wrong acts, know whom to turn to for help and have the courage to report the offences. Children/youth have a right to a normal and healthy sexual development and must be provided with protection from sexual exploitation.

This lesson uses a film and decision-making approach to analyze common types of sexual exploitation of youth and point out key prevention practices. This lesson will take two class periods.

II. SUGGESTED STUDENT ACTIVITIES

A. Show the film, No More Secrets. At the end of each example, stop the film and discuss the key points.

KEY POINTS: PREVENTIVE PRACTICES

Examples:

1. Jeannie and her brother: Everyone has rights and personal boundaries concerning the body.

2. Sam and his uncle: Tell someone in authority about being tricked into sexual contact. Do not keep "confusing" touches secret.

   Some older people do mean things and trick children/youth into touching. Tell them to stop. Children/youth are not to blame.

3. Maureen and her father: Seek help from within your support systems. Keep on telling until the abuse stops.

Emphasize the main points students need to know.

1. Sexual assault includes being tricked or forced into sexual contact which may include touches that are confusing, obscene language or pictures.

2. Children/youth have the right to be protected from sexual assault.

3. Children/youth can learn preventive behaviour to protect themselves from sexual exploitation.

4. It is important to tell someone when you don't like the way someone else is touching or treating you.

5. Sexual exploitation must not be kept a secret: tell an adult or a person in authority. Keep telling until someone stops the exploitation.

6. Sometimes you can't protect yourself. What happens, then, is not your fault.

B. Some concerns and problems cannot be solved without the intervention of support systems. Encourage students to identify and use support systems to help them handle problems.

It is OK to talk about difficult problems with a supportive person who can

- listen calmly to the problem,
- believe the report,
- offer reassurance of their own help,
- offer reassurance that the person reporting has done the right thing,
- offer protection, and
- find further help.

Discuss the two types of support systems that may be needed when difficult problems arise. Identify examples of persons frcm the local community.

1. Family and Friends Support System
2. Community Support System

Make a class list of trusted support persons in the community that students can call on in problematic situations. For the Community Support System one could list Block Parents, teachers, principals, clergy, child protection agencies (police departments, fire departments, Child and Family Services). Students should record or mentally list two or more personal support persons for each category.

The teacher should be alert to any student's request for help and refer the student to the correct authority following authorized school procedures. See Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (Including Child Abuse).

C. Review the steps in solving health problems in relation to commonly accepted values. Discuss one or more case studies with the class. Be sure to encourage students to select alternatives that provide the best protection from the risks of sexual offences. Solutions should be congruent with universal values.

Divide the class into small groups of three to four students or review all case studies as a large group. Analyze and discuss case studies.

Have the group select a recorder to write down information and report back to class.

DESCRIPTION OF LESSON

III. SUMMARY

Sexual assault of children is against the law. Children deserve to be protected from those who would take advantage of them. They should understand the importance of a support system. They should also recognize that they 1) have special needs for care and guidance so that they will develop into healthy, responsible adults; 2) are vulnerable to persons older and more powerful than they; and 3) should not be imposed upon to observe or perform inappropriate sexual acts.

Children and youth should know how to use their support systems and practice behaviour that promotes safety and a healthy sexual development.

CASE STUDIES FROM FILM

1. Jeannie is the only girl in the family. Jeannie's older brother opens the bathroom and bedroom doors when she bathes and undresses. He teases and ridicules her.

2. Sam and his uncle often wrestle together. One day, while wrestling, Sam's uncle begins to rub Sam's genitals and tells him to keep the act secret. Sam feels tricked but does not tell him to stop.

3. Maureen's father often reads to Maureen at bedtime. Occasionally her Dad slips his hands under Maureen's nightie and touches her body while tucking her in. Maureen does not like this.

Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (Including Child Abuse)

These revised guidelines incorporate amendments made to The Child and Family Services Act (The Act) in June 1989. The amendments were necessary to clarify and strengthen child protection legislation.

The guidelines are intended to assist professional and lay persons in carrying out their responsibilities under The Act to protect children through early identification and reporting. They reflect a strong commitment by the Manitoba Government to ensure children are protected through effective delivery and coordination of services.

The Ministers of Family Services, Education and Training, Health and Justice, have jointly issued these guidelines in recognition of the need for a multi-disciplinary team approach to respond to child protection and child abuse. They explain obligations under The Act to report a child in need of protection and outline the steps to be followed by the various disciplines involved in the investigation and management of child protection and child abuse cases.

There are four parts to the guidelines:

- **Part I: Child Protection**
  Explains the meaning of "a child in need of protection" and the legal obligations to report a child in need of protection.
- **Part II: Child Abuse**
  Discusses abuse as a major protection issue and the reasons for children needing protection.
- **Part III: Abuse Investigations**
  Outlines procedures in the investigation of abuse cases.
- **Part IV: Disclosure**
  Explains requirements for disclosing information about a situation involving a child in need of protection.

It is our hope that these guidelines will ensure the needs of children in need of protection are met and, wherever possible, families can be kept together with the continued support of all involved.

Original dated at the City of Winnipeg, in the Province of Manitoba this fourth day of December, 1989.

Minister of Family Services

Minister of Education and Training

Minister of Health

Minister of Justice

Manitoba

PART I: Child Protection

In Manitoba it is everyone's legal obligation to protect children. This responsibility involves identifying and reporting a child who is or might be in need of protection.

1. Definition

Subsection 17(1) of The Child and Family Services Act defines a child in need of protection ... *where the life, health or emotional well-being of the child is endangered by the act or omission of a person.* The intent of the legislation is to ensure appropriate steps are taken to protect children in need of protection regardless of the circumstances.

2. Identifying A Child In Need Of Protection

Subsection 17(2) of The Act lists examples of situations where a child ought to be considered in need of protection. The list provides legal criteria to assist in identifying such children. The Act states a child is in need of protection where a child

(a) is without adequate care, supervision or control;

(b) is in the care, custody, control or charge of a person

(i) who is unable or unwilling to provide adequate care, supervision or control of the child, or

(ii) whose conduct endangers or might endanger the life, health, or emotional well-being of the child, or

(iii) who neglects or refuses to provide or obtain proper medical or other remedial care or treatment necessary for the health or well-being of the child or who refuses to permit such care or treatment to be provided to the child when the care or treatment is recommended by a duly qualified medical practitioner;

(c) is abused or is in danger of being abused;

(d) is beyond the control of a person who has the care, custody, control or charge of the child;

(e) is likely to suffer harm or injury due to the behaviour, condition, domestic environment or associations of the child or of a person having care, custody, control or charge of the child;

(f) is subject to aggression or sexual harassment that endangers the life, health or emotional well-being of the child;

(g) being under the age of 12 years, is left unattended and without reasonable provision being made for the supervision and safety of the child; or

(h) is the subject, or is about to become the subject of an unlawful adoption under section 63 or of an unlawful sale under section 84.

3. Reporting A Child In Need Of Protection

The Act also requires a person to report a child in need of protection to an agency or a parent or guardian. An agency means a child and family services agency. Subsection 18(1) of The Act states ... *where a person has information that leads the person reasonably to believe that a child is or might be in need of protection ..., the person shall forthwith report the information to an agency or to a parent or guardian of the child.* The key words in understanding the legal obligation to report are "reasonably to believe". The obligation to report is based on what a reasonable person ought to do in a given situation. While reporting a child in need of protection is mandatory, some discretion is required in deciding on whether or not the child is or reasonably might be in need of protection.

4. Duty Of Professionals

The duty to report applies even where the person has acquired the information through the discharge of professional duties or within a confidential relationship. Subsection 18(2) of The Act, however, excludes information shared between a lawyer and client.

5. Reporting To A Parent Or Guardian

This provision recognizes parents as the primary protectors of children for the vast majority of children in society. Often notifying a parent will ensure the protection of a child and no further action will be necessary.

6. Reporting To An Agency Only

There are situations, however, where a person must notify an agency only. The Act states:

18(1.1) where a person ...

(a) does not know the identity of the parent or guardian of the child;

(b) has information that leads the person reasonably to believe that the parent or guardian

(i) is responsible for causing the child to be in need of protection,or

(ii) is unable or unwilling to provide adequate protection to the child in the circumstances; or

(c) has information that leads the person reasonably to believe that the child is or might be suffering abuse; subsection (1) does not apply and the person shall forthwith report the information to an agency.

7. Continuing Responsibility

Subsection 18(1.1) of The Act also places a continuing obligation on a person to report a child in need of protection to an agency where, in the course of notifying a parent or guardian, the person finds the parent or guardian unable or unwilling to provide adequate protection to the child.

8. Informants Protected

Under section 18.1 of The Act, no action lies against a person for reporting a child in need of protection in good faith. Furthermore, the identity of the reporting person is not disclosed to the family of the child except as may be required in the course of a judicial proceeding.

PART II: Child Abuse

Child abuse is a grave and often self-perpetuating problem which knows no social barriers. It is a major cause for concern and reason for reporting a child in need of protection. Its significance is recognized in The Act through provisions which define abuse and set out special procedures for reporting, investigating and managing cases of suspected or alleged abuse.

1. Definition

Under section 1 of The Act "abuse" means *an act or omission of a parent or guardian of a child or of a person having care, custody, control or charge of a child, where the act or omission results in*

(a) physical injury to the child;
(b) emotional disability of a permanent nature in the child or is likely to result in such a disability; or
(c) sexual exploitation of the child with or without the child's consent;

2. Legislative Intent

Abuse is limited to an act or omission by a person who has the "care, custody, control or charge of a child". The focus is on situations involving a parent, guardian, teacher, babysitter, day care worker, coach, group leader or anyone in a position of trust with the child.

3. Identifying Child Abuse

The Act refers to three conditions or types of abuse - physical injury, emotional disability of a permanent nature and sexual exploitation with or without a child's consent. Where one or more of these conditions exists as a result of an act or omission of a parent, guardian or other care provider, the child ought to be considered as suffering abuse and the matter must be reported to an agency. Abuse involves both factors - the condition of the child and an act or omission of a care provider.

4. Reporting Child Abuse

Subsection 18(1.1) of The Act requires a person to report a child who is abused or is in danger of being abused to an agency. Once the situation is reported, the agency is responsible for taking action to protect the child, contacting the police, arranging a medical examination and informing the parent or guardian.

5. Indicators Of Abuse

Professionals and lay persons involved in working with or caring for children are encouraged to learn about the physical and behavioural indicators of abuse. These indicators are listed in the child abuse protocols published by the province in cooperation with medical practitioners, nurses, teachers and others. The protocols include indicators for physical, sexual and emotional abuse.

6. Past Abuse

The phrase "is abused" applies to the past as well as the present. Abuse that may have occurred in the past is reported to an agency where the person having this information reasonably believes the child is currently in need of protection.

7. Aggression And Sexual Harassment

Physical injury or sexual exploitation of a child caused by a person who does not have the care, custody, control or charge of the child is not abuse. Nevertheless, a child might be in need of protection as a result of the actions of a "third party". Reporting an incident to an agency is not necessary unless subsection 18(1.1) of The Act applies (see No. 5 under Child Protection above). Where an agency is not notified, a parent or guardian must be informed where a person reasonably believes a child is in need of protection. The police may also be contacted where the reporting person believes an offence has been committed under the Criminal Code.

8. Reporting Criteria

Clause 17(2)(f) of The Act refers to aggression or sexual harassment that endangers the life, health or emotional well-being of a child. Factors which may be considered in deciding whether to report include:

Aggression:
- age discrepancy
- size discrepancy
- persistence
- use of weapons
- severity

Sexual Harassment:
- age discrepancy
- use of violence
- persistence
- severity

These criteria are explained in more detail in Manitoba's professional protocols on child abuse.

PART III: Abuse Investigations

Child abuse investigations require close collaboration by all those involved. Although agencies have the primary responsibility under The Act, the police and medical facilities are also involved in the investigation of physical and sexual abuse cases. To ensure the best course of action is taken in every case, there shall be mutual sharing of all relevant information by the agencies and professionals involved in the investigation and treatment process.

1. Agency Investigations

The Act requires an agency to immediately investigate a report that a child is or reasonably might be in need of protection. In addition, where an agency receives a report of suspected or alleged physical or sexual abuse, Manitoba Regulation 60/86 states:

3(2) On receipt of a report or referral of suspected or alleged abuse which may have resulted in physical injury to or sexual exploitation of a child, an agency shall

(a) where there is a preliminary opinion that serious physical injury or sexual exploitation of the child has occurred, immediately arrange for a medical examination of the child allegedly abused and, where believed necessary, any other child in the family, by a duly qualified medical practitioner or at a medical child abuse facility;

(b) consult immediately with the local police as to the particulars of the case; and

(c) continue the confidential and mutual sharing of all relevant information with the police, medical and hospital professionals, and other agencies or professionals involved in the investigation and treatment of the case, to ensure the best course of action is taken.

2. Police Investigations

Where the police receive information of suspected or alleged physical or sexual abuse, they shall immediately report the situation to and consult with an agency. They are also expected to review the case and, where deemed necessary, carry out an investigation to determine whether an offence may have been committed under the Criminal Code or the Child and Family Services Act. The police may refer the matter to the Crown Attorney for consultation or the laying of a charge.

3. Medical Examinations

Where a medical practitioner or other health care professional receives information of suspected or alleged abuse or, on examination of a child, suspects physical or sexual abuse, the practitioner or health care professional shall immediately report the incident to and consult with an agency and the local police. They are also expected to ensure diagnostic tests necessary to confirm the abuse are carried out.

4. Medical Consultation

The medical practitioner is responsible for detecting and confirming whether abuse has occurred through accurate diagnosis done as expeditiously as possible. This responsibility applies to all types of abuse - physical, sexual and emotional. Where necessary for an accurate diagnostic workup, the medical practitioner is able to consult with or refer a child to the Child Protection Centre, Children's Hospital or to another recognized medical child abuse unit.

5. Emotional Abuse

While suspected or alleged emotional abuse may not require police intervention or medical corroboration, an agency may need to collaborate with the police, medical facilities and others in gathering evidence to establish a serious and persistent pattern of abuse likely to cause emotional disability of a permanent nature.

6. Agency Child Abuse Committees

The Act and regulations set out specific procedures to be followed in the management of child abuse cases. Subsection 19(1) of The Act requires agencies to establish child abuse committees to review cases of child abuse. Manitoba Regulation 227/87 prescribes the composition of agency committees as follows:

3.1(2) ... every committee shall consist of the following persons:

(a) the agency child abuse coordinator or alternate;

(b) a duly qualified medical practitioner employed, retained or consulted by the agency to review agency child abuse cases;

(c) a representative of the local police;

(d) a teacher or other representative of the local school division operating within the agency boundaries; and

(e) an agency board member or agency staff member other than the child abuse coordinator or alternate.

PART IV: Disclosure

1. Reporting Of Conclusions

Conclusions refer to what action was taken, not to the sharing of detailed findings or of confidential information to persons who do not need to know such information. Where an agency concludes that a child is in need of protection, the agency is required to disclose the results except where a criminal investigation is pending. The Act states:

18.4(2) ... where an agency concludes, after an investigation ... that a child is in need of protection, the agency shall report its conclusions

(a) to the parent or guardian of the child;

(b) where there is no parent or guardian of the child, a person having full-time custody or charge of the child;

(c) to the person, if any, who is identified by the investigation as the person who caused the child to be in need of protection;

(d) in the case of a person under clause (c) whose employment

(i) involves the care, custody, control or charge of children, or

(ii) permits unsupervised access to children,

to the employer or to the manager or supervisor at the place of employment;

(e) where the child attends school, to the principal of the school or the superintendent of the school division in which the school is located;

(f) to the child where, in the opinion of the agency, the child is capable of understanding the information and disclosure to the child is in the best interests of the child; and

(g) to the person who reported the information that gave rise to the investigation, except where disclosure is not in the best interests of the child.

2. Restrictions On Disclosure

Subsection 18.4(3) of The Act states an agency is not to report its conclusions where a criminal investigation is pending. This provision requires an agency to consult with the police before disclosing information. The intent is to avoid creating difficulties for the police in any criminal investigation.

3. Confidentiality

Subsection 76(3) states a record made under The Act is confidential. No person shall disclose or communicate information from the record except as provided for in The Act. Information may be shared to protect a child.

4. Reporting Of Professionals

Where a person's employment involves the care and supervision of children, and that person may have caused a child to be in need of protection or failed to report a child in need of protection, an agency shall report the name of the person to the Director of Child and Family Services. This may occur prior to the completion of an investigation. Under subsection 18.2(1) of The Act, the director may report the person to a professional society or association or regulatory organization of which the person is a member where the director has reasonable grounds to believe the person has caused a child to be in need of protection or has failed to report a child in need of protection.

5. Professional Organizations To Investigate

A professional organization or association or regulatory body, on receiving a report from the director (see No. 2 above), is required under subsection 18.2(2) of The Act to investigate the matter for the purpose of determining whether the professional status of the person ought to be reviewed or disciplinary proceedings commenced against the person.

6. Reporting Of Charge

Where a person's employment involves the care of or unsupervised access to children, and that person is charged with an offence under the Criminal Code or The Child and Family Services Act, the police are required under subsection 18.4(4) of The Act to immediately advise the person's employer that the accused person has been charged. No information is shared other than the fact of the charge. The employer is responsible for discussing the matter with the accused person and for taking appropriate action.

7. Provincial Child Abuse Registry

The Director of Child and Family Services is required by the Act to maintain a child abuse registry. Its main purpose is to help agencies protect children. Agencies must report to the Director for entry in the registry only after an investigation has been completed and the strict requirements of the Act are met. The names of an abused child or an abuser can be entered only where there has been a conviction, where the child has been found in need of protection on the basis of abuse or where a recommendation of an agency abuse committee has been received by the Director. Where entry on the registry is recommended by agency abuse committee, persons to be listed have a right to be notified and to object to the listing. Access to and removal of names on the registry is prescribed by legislation.

GRADE 7	5.0 Promoting Positive Lifestyle Practices	Lesson 5.1

TOPIC

Promoting Positive Lifestyle Practices

STUDENT OBJECTIVES

The student will be able to:

1. identify practices that promote well-being and increase responsibility for healthful living,
2. propose a health goal to work toward and record progress.

SUGGESTED STUDENT ACTIVITIES

- Complete a worksheet about health practices.
- Set a health goal and record progress.

REQUIRED MATERIALS

- Teaching Support: Healthy Ways/En Bonne Santé
- Teacher Background Notes: How to Encourage Students to Reach Goals
- Parents' Letter: Invitation to review program

RESOURCES

1. Dinkmeyer, D., and G.D. McKay. The Parents' Handbook: STEP Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson serves as a review of the unit. Encourage students to provide feedback about each lesson.

II. SUGGESTED STUDENT ACTIVITIES

A. Have students complete Healthy Ways/En Bonne Santé worksheet. Discuss the importance of practicing positive health behaviour.

Discuss the importance of being encouraged to set and work toward positive health goals. Each student should propose a health goal to work towards and outline steps to carry it out. Students should prepare a project and record their progress for one or more weeks. Then they should evaluate the project. During this project, the teacher should encourage students to reach the goal.

B. Have students complete the activity sheets and take them home to discuss with their family. Family letters may be sent home at this time to invite students and parents to an evening to discuss and evaluate the program.

III. SUMMARY

Encourage students to practice health behaviour that promotes their own growth and development and the enhancement of the family.

HEALTHY WAYS: EN BONNE SANTÉ

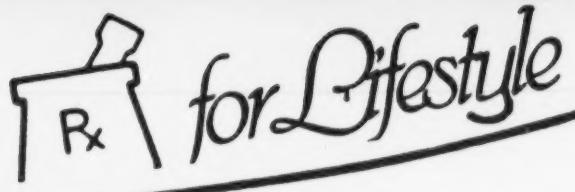
RELATIONSHIPS ☐ SAFETY ☐ HEALTH CARE ☐

HEALTH PROGRESS NOTES

	I Do This More Often	I Do This Less Often	No Change
Listen carefully			
Communicate positively			
Practice consideration			
Show respect and kindness			
Encourage others			
Use assertiveness to resist threatening pressures			
Practice responsible decision making			
Feel more self-reliant			
Take time for fun			
Care for my body			
Understand family responsibilities			
Take precautions around strangers/ thretening persons			
Follow safety rules			

TEACHER DIRECTIONS:

It is suggested that students encourage their parents to assist them in working on their health project.



7 5.1

GOAL STATEMENT

REASONS TO REACH GOAL:

STEPS TO REACH GOAL:

1.

2.

3.

SUPPORTS NEEDED:

PROGRESS NOTES:

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Weekend:

TEACHER BACKGROUND NOTES: HOW TO ENCOURAGE STUDENTS TO REACH GOALS

Encouragement is a process of focusing on a person's positive rather than negative qualities. Encouragement builds a person's self-esteem by expressing an acceptance of the person as he or she <u>is</u>.

Many people view encouragement and praise as the same thing. They are not! Encouragement and praise only appear to be similar because they both focus on positive behaviour. However, their purposes and effects are very different.

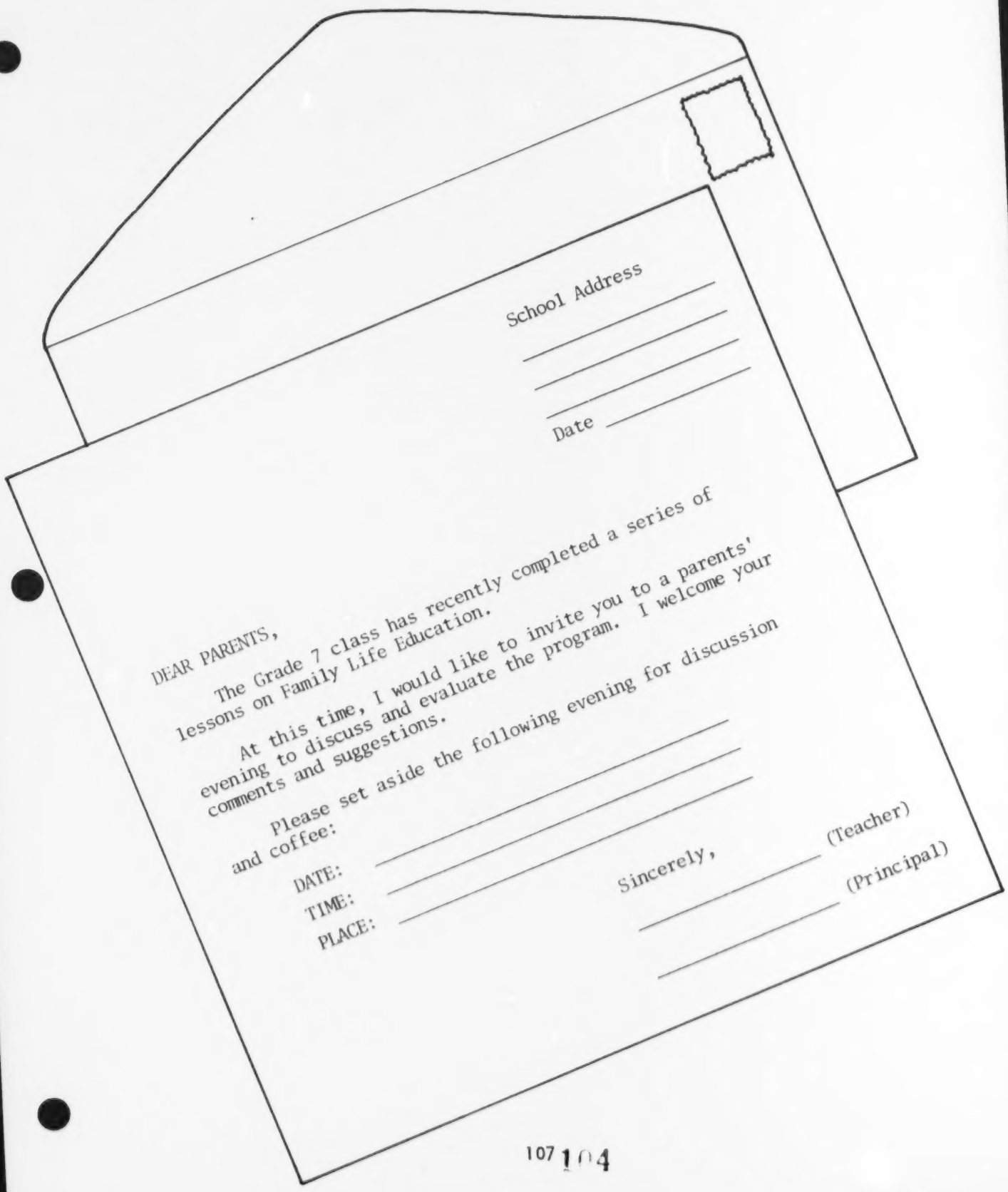
	PURPOSE	EFFECTS
Encouragement	. recognizes any effort and improvement, as well as successes	. builds self-confidence in children . produces socially responsible attitudes . increases cooperation
Praise	. offers external reward or motivation . involves external judgement	. develops self-centred children . may lead to discouragement if children either are unable to attain the standard or do not receive continuous praise . increases competition

The distinguishing differences between encouragement and praise are outlined on the following page.

	ENCOURAGEMENT	PRAISE
DISINGUISHING DIFFERENCES	1. Focus is on child's ability to work things out, i.e., "You'll figure it out!"	1. Focus is on external control or motivator, i.e., "You made the team. That's great."
	2. Focus is on internal evaluation, i.e., "You seem to be proud of that B in history."	2. Focus is on external evaluation, i.e., "What a beautiful picture you drew!"
	3. Focus is on any effort and improvement (shows acceptance), i.e., "It looks like you worked hard on that project."	3. Focus is only for well-done, completed tasks, i.e., "I'm so proud of you for getting an A!"
	4. Focus is on assets, contributions and appreciation, i.e., "Thanks! I appreciate your help!"	4. Focus is on personal gain and self-evaluation, i.e., "What a great job you did!"

To become an encouraging person, an individual should be able to:

- hold positive expectations of others and recognize realistic goals for them,
- focus on and reinforce the positive,
- become a role model of acceptable behaviour such as treating others with respect and showing other signs of acceptance.


School Address
Date
DEAR PARENTS,
The Grade 7 class has recently completed a series of lessons on Family Life Education.
At this time, I would like to invite you to a parents' evening to discuss and evaluate the program. I welcome your comments and suggestions.
Please set aside the following evening for discussion and coffee:
DATE:
TIME:
PLACE:
Sincerely,
(Teacher)
(Principal)

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	TITLE	TOPIC
2.0	**HUMAN GROWTH AND DEVELOPMENT**	
2.1	Looking Great, Feeling Great	Changes in Puberty
2.2	Then One Year	Male and Female Reproduction
2.3	Naturally a Girl	Menstruation and Products
2.4	A New Human Life My Mom's Having a Baby A Sensational Baby	Human Reproduction
2.5	Soap Scents and the Hard, Hard Sell	Hygiene
3.0	**RELATIONSHIPS AND RESPONSIBILITIES**	
3.1	Oh Boy Babies	Baby Care
4.0	**PERSONAL SAFETY**	
4.1	No More Secrets Better Safe Than Sorry III Personal Safety and Decision Making	Safety and Sexual Abuse Prevention

For information on distributors, refer to the bibliography, Family Life Education: A Listing of Audio-Visual Resources Available from the Manitoba Education and Training Library. It can be obtained from the Library.